DOCUMENTARY HISTORY

OF

EDUCATION IN UPPER CANADA (ONTARIO)

1860

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DOCUMENTARY HISTORY

OF

Education in Upper Canada,

FROM THE PASSING OF THE

CONSTITUTIONAL ACT OF 1791

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION OF THE EDUCATION DEPARTMENT IN 1876

VOL. XV., 1860.

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION.

BY

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DEPT. OF EDUCATION
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PREFATORY NOTE TO THE FIFTEENTH VOLUME.

The principal part of this Volume is devoted to a full and detailed account of the noted controversy at Quebec in 1860 on the subject of the University Question, or rather the alleged mal-administration by the Senate of the University of Toronto of the University Act of 1853.

Although it was originally and practically a financial question, involving the parliamentary support, in part, of the several outlying Denominational Colleges and Universities of Upper Canada, yet, in the proceedings which took place before the Select Committee of the House of Assembly, and in consequence of the elaborate statements, which were made upon the subject, the discussions before the Committee took the widest range, and involved, not only the whole question of University management and administration. but also the subordinate, yet important, questions of "Matriculation," "Scholarships," "Pass and Honours" and the "Options" subjects, incident to a comprehensive University Course of Studies.

In the original Draft of the University Act of 1853, it was proposed to provide for a specific, (although, then, undetermined,) annual Grant by the Legislature to these Colleges and Universities, but, in the Act, as passed. this provision of the Bill was modified so as to provide that a "Surplus Fund" should be created, consisting of the annual balances left over, after paying all the legitimate expenses of the maintenance of the University of Toronto and its University College. The Upper Canada College, as an appendage of the University, having a specific endowment of its own, was not farther dealt with in the Act, than to place it under the jurisdiction, as to its management, of the Senate of the University.

As time went on, after the passage of the University Act of 1853, it was found that, in its administration by the Senate, the expenditure of the Income from the Endowment of the University, had so largely and so unexpectedly increased, that it was felt by the Representatives of these outlying Colleges that there was little prospect of the provision of the Act for the formation of an Surplus Fund being realized. The consequence was, that the Authorities of both Victoria and Queen's Universities Memorialized the Legislature to inquire into management of the University and the action of its Senate in preventing, by its alleged extravagant expenditure, the formation of the Surplus Fund provided for in the University Act of 1853. The Conference of the Methodist Church, and its official membership took an active part in this movement,—the latter in the form of Meetings, at which Memorials and Petitions to the Legislature were adopted. The result of those formal appeals was, that the House of Assembly, in March, 1860, appointed a large and representative Select Committee to inquire into the whole matter, and to suggest a remedy.

So elaborate and so varied were the subjects which were brought before this Select Committee and discussed, (with more or less personal feeling). that the Committee either felt itself unable, as a Committee, to arrive at any practical conclusion on the subject, or that, so divided were the opinions of its Members on the various matters discussed, that it failed to make any Report whatever to the House of Assembly which had appointed it.

Two draft Reports on the subject were, however, prepared by Members of the Committee,—one by the Chairman, who took the side of the Memorialists, and the other by the Honourable William Cayley, a Member of the Committee, and Mr. John Langton, Vice-Chancellor of the University. Neither of these Reports were, however, submitted to the Select Committee for its adoption, and, consequently, nothing was really practically done, in the way of the settlement of the dispute, as the result of the action of the House of Assembly in the matter except the formal Statement of the opinion of both sides on the subject in these two Draft Reports.

On the side of the Memorialists, it was very strongly urged before the Select Committee, that, by reason of the number of Scholarships of £30 each. and the variety of Options of Studies provided for in the Curriculum of the University, numbers of Students from various parts of the Province were unduly attracted to the University at Toronto who would otherwise have attended the outlying University Colleges in the Province, as heretofore.

On behalf of the University it was urged that, as the Scholarships to be competed for could be held by Students while attending these outlying Colleges, the objection urged was not a valid one. In reply to this, it was stated by the Memorialists, that, as the competition for these Scholarships was chiefly in Honour subjects, the Students of the outlying Colleges could not very successfully compete for them; and also that, by reason of the action of the Senate of the University, in preventing, by its very large expenditure, the formation of a Surplus Fund for distribution to the Colleges by the Legislature, as provided for by the University Act of 1853, the outlying Colleges were unable to employ Instructors to prepare their Students for competition at Toronto for these Scholarships in the Honour subjects, and that, therefore, the permission to hold them, while attending their own College was a delusive offer in itself.

So fully was the question of Options and other matters relating to the operations of Universities in Great Britain and Ireland and the United States discussed before the Select Committee of the House of Assembly, that I was glad to find that, in an able Address on "Universities and Colleges of Fifty Years Ago," delivered in June of this year at Columbia College, New York, the same subjects, with many other cognate ones, were fully dealt with by General Charles Francis Adams,—a Graduate of Harvard University of fifty years' standing, and an Overseer of that University of the last Twenty-four years. I, therefore, wrote to General Adams for a copy of this Address, which he very kindly sent to me. I have, therefore, inserted it in Chapter IX of this Volume. In that Address, not only are the evils of the System of Options, or "Elective Studies," as he designates them, fully pointed out, but also the objection was strongly urged by the Lecturer to overgrown Colleges, and their system of Instruction, which entirely fails, as he showed, to bring together, for counsel and advice, the Instructor and the Pupil, or the Professor and the Student. On this subject he cites some striking examples.

Incidentally, Mr. Adams combats many of the opinions and views which were so confidently expressed and urged by many of the Witnesses, who appeared before the Select Committee. His matured experience in regard to the University matters discussed before that Committee, was one of the reasons which decided me to insert his Address in this Volume.

I was not able to insert in this Volume the whole of the interesting Papers and Documents connected with the notable discussion of the University Question at Quebec, which was laid before the Select Committee. They will be given in the subsequent Volume, and also, I hope, the Report of Commissioners on the subject, who were appointed by the Government in 1862, in consequence of the failure of the Select Committee of the House of Assembly either to report upon the documents and evidence laid before it, or to suggest any remedy for the alleged evils complained of.

Toronto, 13th August, 1906. J. GEORGE HODGINS, I.S.O.,
Historiographer of the Education Department of Ontario.

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CHAPTER I.

TRUANCY AND JUVENILE CRIME IN CITIES, 1859-1860. CHARGES OF THE JUDGES ON THE SUBJECT.

The complaint that, although Free Schools had been established in the City of Toronto in 1855, yet, as reported to the Board of Trustees by Mr. George A. Barber, Local Superintendent in 1858, (see page 76 of the preceding Volume of this Documentary History), "the number of Pupils attending the Common Schools was below the true proportion of the whole number of those of School age in the City." The subject was brought before the Grand Jury in that year, and was also investigated by the Board of School Trustees, which, by more stringent Rules and Regulations, sought to mitigate the evil. The result not having been satisfactory, the matter was again, in 1859, brought by the Judges before the Grand Juries, when the following proceedings took place:

The Grand Jury of the Quarter Sessions of 1859, in their presentment to Judge Harrison, would "urge upon all Parents and Guardians the great desirableness of giving to each Child in Canada that amount of Common School Education which will, at least, fit them for the duties of life, and teach them the great principle of doing unto others, as they would wish to be done to. For (they said) we are of opinion that had those four Boys, whom your Honour justly sentenced to serve Three years in the Provincial Penitentiary, on account of their crimes, been sent regularly to School, and had that parental control been exercised over them which is absolutely necessary, they never would have been convicted, so early in life, (if at all,) of the heinous crimes of Larceny and Burglary. We, therefore, suggest the opening of our Common Schools to the Children of all as Free Schools, so that no one can be found to complain of their want, or poverty, preventing them from giving the blessings of education to their offspring."

The Honourable Chief Justice Draper, in his Charge at the same Assizes, stated that he would leave to the Grand Jury "to consider whether they could make any suggestion whereby education would be made a duty, not simply a boon to society. They all must be painfully alive to the fact that although we have numerous Common Schools, our Streets were nevertheless filled with Children who did not take advantage of them; and whether, as a question well worthy of careful consideration, any measures could be resorted to by which children could be prevented from wandering about as common vagabonds, a pest to society, and placed under proper control."

In reply to this Charge, the Grand Jury delivered to Chief Justice Draper, a Presentment, from which the following are extracts:—

"Referring to the subject of Education, and the facts that notwithstanding Common Schools are so numerous, and so amply provided for the instruction of the masses, our Streets are nevertheless filled with Children who do not take advantage of them, and who wander about as common vagabonds and pests to society, the Jury are, in common with the intelligent portion of the Community, made painfully aware of the fact that our School System has not produced all the good effects which were expected to flow from it, when the Legislature made such ample provision by compulsory taxation for the general diffusion of secular knowledge; and they believe that the only way to make education effective in elevating the masses, is by making attendance at School of Children within certain ages, and for a certain number of days in the years, compulsory.

Whether, besides compulsory attendance and the teachings and principles of mere secular knowledge, as now taught at our Free Schools, the youth of the Country might not receive such moral training, so that their duty towards God, and their duty towards their neighbours, might be forcibly impressed upon their minds, without interference with the Religious prejudices of our mixed population, the Jury are not prepared to express an opinion. Should the evil arising from the want of such instruction be brought home to the minds of the people and the Legislature, as it has been to that of the Jury, they believe means might be devised to, in some measure, lessen the evils complained of. The Jury hail with satisfaction, the establishment of the Reformatory Institutions alluded to by your Lordship."

Chief Justice, Sir J. B. Robinson, also, in his recent Charge to the Grand Jury, thus refers to the Common Schools. "Some of my brother Judges in this place have, I perceive, felt themselves called upon to remark upon the increase of crime in the younger part of the population, and also the great extent to which the being lead astray, without any proper means to reclaim them being taken,—there is, I think, no Country in the World in which one would expect to find less room for such remarks. For here, unusual attention has been paid by the Legislature to the diffusion of knowledge by Common Schools. No Parents can have a proper excuse for the non-education of their Children. I am satisfied that no proper excuse can be given for Children of the poor not being sent to the Schools ready to receive them in Towns and Cities. But it is really of little purpose; for such Schools only give them the means of education to a certain period of life. After having attained 12, or 14, years of age, no doubt, the greater number of Children were taken from School to assist their Parents. From that moment they become exposed to the temptations awaiting them in a City like this. A great many of them have sense enough not to listen to any attempts made to draw them to places where idleness and all kinds of vice are going on; but I fear that a great number of them, not having sufficient strength of mind, would be led away into habits of drunkenness. In every little Village in the Country "Grog-shops" are to be found, under various names. And from their number it is evident that they are not at all necessary for the refreshment of Travellers. And should you enter one of them, especially after dark, it would be quite evident that their frequenters were not Travellers, but parties living in the neighborhood."

Another Grand Jury also made the following Presentment on Education. "The Grand Jury of the Recorder's Court cannot but notice the large amount of assessment annually made for education in this City, being nearly one-sixth of the Revenue. They consider that the benefits derived are not commensurate with the cost. The Grand Jury do not complain of the sum raised, but they believe that the persons who now avail themselves of the Free Schools would have educated their children, if no such taxes had been levied and that the Legislature contemplated levying this compulsory Tax to benefit the Children of poor Parents and others unable to pay for the education of their Children, and thereby remove from our Streets those Children who are at present running at large, and only being educated in crime. The Grand Jury would suggest that the inhabitants, or the Council, would memorialize the Legislature to pass a law that, while a compulsory tax is levied for education, there be also a compulsory system of education for Cities."

NOTE. So strongly impressed was His Honour, Judge Kingsmill, Chairman of the Board of School Trustees in Niagara of the growing evil of Truancy that, in 1859, he wrote a strong Letter on the subject to the local Newspaper, from which the following are extracts:—

1. In a comparatively young Country like this, but yet old enough to have learned the danger, and to have experienced the sin and consequent misery, of an ill regulated speculative course of action, one would suppose that the duty of watching over the education of the young, and that with tender solicitude, would be of paramount consideration; but strange to say, an apathy still exists, a folding of the arms to sleep, which must end in the death of many a neglected victim, unless we arise in time to their rescue.

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*See the remarks of the Honourable Chief Justice Draper on this subject on page 78 of the preceding Volume of this Documentary History.

2. Witness the juvenile offenders in our prisons! Witness the Arabs in the Streets of our Cities! Witness the empty benches of many of our Common Schools! Witness the heathen state of some of our School Sections, in which Schools have been absolutely shut up! Witness the increasing dens of vice: all will stand up as witnesses against us, when reminded, [but perhaps too late], by the awful rebuke, "inasmuch as you did it not to one of the least of these, you did it not to me."

3. It is not my province, or inclination, to discuss the peculiar views entertained upon the "*vexata questio*" of our Common School education, which like all other human institutions is neither without "spot nor blemish." But I hold it to be the duty of all concerned to extract all the good they can from the ample "appliances and means to boot," secured for the Province by the talented and untiring Chief Superintendent of Education, Doctor Ryerson.

4. The vessel is now on the stormy deep, and although her build and rigging may not in all respects please the Officers and the Crew, yet for myself, as one of the "hands," Practically employed in working the Educational Ship, I am free to confess that, if the young passengers on board fail to be taught God's holy Will and Commandments, a hatred of "every false way," and a love for prayer, this sin of omission need not be looked for in the School Act, for it may be traced with more correctness to the indifference of those who "stand all the day idle" and virtually repudiate the law, human and divine, which calls upon them to join as "fellow-labourers in the vineyard." I can testify that there are Common Schools never opened without Prayer, or Hymns, where the Scriptures are read, and where children are made to know and feel that, without God, "nothing is good, nothing is holy." But alas! I can also state that there are places called Schools, in which the voice of Prayer and Praise is never heard. Let the Provincial Council of Education, the Superintendents, the Trustees, the Examiners, the Clergy, the Visitors, and, although last, but not least, the Parents, dwell upon this painful contrast, and they must soon see the necessity of placing the "right men in the right places" to co-operate with them and to insist that no individual shall be appointed to the solemn office of Teacher unless of excellent repute, and whose outward walk and conversation lead fairly to the conclusion that he really feels the value of impressing upon pupils "line upon line, precept upon precept."

When Lord Wm. Bentinck, was taking leave of India, he addressed his friends, and, while deploring the evils that beset that unhappy Land, he recommended three remedies:—the first was Education; the second was Education; the third was Education. We in Canada are proud of our Anglo-Saxon origin, and, as such, may be supposed to possess high aspirations after that "righteousness which exalteth a nation," but are we even acting in accordance with the spirit of that three-fold advice? The answer to this question must be looked for in the expressed sentiments of the Bench, the remonstrances of our Grand Juries, the admonition of the Press, as well as in the solemn appeals of the Clergy, through the "length and breadth of the land," all which seem to point at an unnatural and distempered slumber on our posts, although charged with the safe keeping of Christian Education, Christian pursuits, and Christian example in this Christian land.

At the Assizes in 1860, the Honourable Mr. Justice Hagarty again referred to the painful subject of Juvenile Crime, and its prevalence in our Cities and larger Towns, as he did in his Charge to the Grand Jury in 1858, [page 78 of the preceding Volume of this History]. He said:—

I cannot omit alluding to a subject, which is always brought most painfully to my mind on an occasion like the present. The Streets of Toronto, like those of too many other Towns, still present the miserable spectacle of idle untaught Children, male and female,— a crop too rapidly ripening for the Dram-shop, the Homes of Vice and the Prison,—and that, too, under the shadow of spacious and admirably kept School Houses, into which all may enter free of cost.

Most nobly does Toronto provide the means of free education. About twenty-six thousand dollars, ($26,000), is annually raised by Assessment, besides the amount raised and expended for Roman Catholic Separate Schools. The Government Grants swell the total to these Schools to about Thirty-two thousand dollars, ($32,000). Such an Expenditure, in a population in Toronto of under 50,000 might be fairly expected to ensure the blessings of education to every child. Every Person acquainted with the lowest classes of our poor is aware of the extreme difficulty in inducing them to let their Children attend School. They will keep them from School, to gather wood for fuel, to beg from door to door, in short, to do anything in preference to send them to School to have the advantage of the free education so liberally provided. Now, as has been frequently repeated, it is from this class our that young Criminals often spring,—it is this class that we are chiefly interested in humanizing by education,—and, in this way, we are supposed to receive more than an equivalent for our enforced contributions to the maintenance of the Schools. It is to be feared that the majority of Persons content themselves with the assurance that, as we devote a very large annual sum to provide for free education to all, nothing more can be expected from us;—and a still greater obstacle to improvement is the tendency of others to denounce every suggestion of a possible defect in the School System of large Towns, as emanating from a bigoted dislike to the Common School System in itself, and as treason to the noble cause of Free Education. But, year after year, the greater evil of truancy continues unabated, and those whose heavy responsibility it is to act as Judges, or Jurors, in Criminal Courts naturally ask if such things are always to be. It was the work of centuries to teach Nations that that their duty towards their Criminals extended beyond punishment. The labours and lives of great and good Men and Women, and a wider knowledge of Social Economy, but above all a nobler appreciation of the spirit of that Gospel which preached deliverance to the Prisoners and Captives, have at least awakened us to the belief that the reformation of the Offenders is at least as important to Society as punishment. I trust there are many listening to me who will live to see the day when we shall cease to feel perfectly satisfied in having done all that was required of us, in providing a very large sum to offer Free Education to all who voluntarily seek its blessings,— leaving that unhappy class most in need of them to follow in vicious idleness their own broad path that leadeth to destruction, whatever may be the various opinions as to the true remedy. I may venture to express my hope that the Grand Jurors of these Counties will join in the earnest desire that means may be devised of extending to our long neglected Juvenile Vagrants some humanizing benefits from the many thousands of pounds which the public generously contribute for the purpose of Education.

The following was the Reply of the Grand Jury to the Honourable Mr. Justice Hagarty able and comprehensive Charge:—Referring to that part of his Address to the Grand Jury at the opening of the Court, which relates to the increase of Juvenile Vagrancy, in Toronto and other Cities and Towns, the Jurors "are of the opinion that a part of the large amounts contributed by assessment in Cities and Towns for Common School purposes, should be appropriated to reclaim from Street Vagrancy that unfortunate class of our youth who will not, and cannot, be induced to enter the free Schools. In Toronto, which expends about Thirty-two thousand dollars, ($32,000,) a year on Free Schools, Juvenile Vagrancy is increased so as to be uncontrollable. And the question which now forces itself on the public mind, is the inefficiency of the Common School System, in this respect, when applied to Cities and Towns."

PROPOSAL TO GIVE MUNICIPALITIES THE POWER TO RESTRAIN TRUANCY AND VAGRANCY IN CITIES, TOWNS AND VILLAGES, IN 1854 AND 1860.

By reference to the striking Table of "Deficiencies in the Schools" given on page 95 of the Eleventh Volume of this Documentary History, it will be seen that "Truancy" and consequent "Vagrancy" had, for years, become a chronic feature of our School System. In order to remedy this growing evil, and with a view to lessen the greater evils of Juvenile Vagrancy and Crime, thus so forciby dealt with by the Judges in the foregoing pages, the Chief Superintendent, in a Draft of School Bill prepared by him and sent to the Honourable Francis Hincks, in September, 1854, proposed the following Section as part of that Bill.

The Municipal Council of any City, Town, or Village, in Upper Canada, shall have authority to pass such By-laws, or Regulations, imposing pecuniary, or other, penalties, as it may judge expedient, to restrain the Vagrancy of Children, and to compel the attendance at some School, or Schools, of the Children in such Municipality, between the ages of five and sixteen years, that are not engaged in any regular employment.

In regard to the omission of this Section of the Bill, Sir John Macdonald, in a Note to the Chief Superintendent, said:—

I have this day given notice of the Bill to amend the Grammar and Common School Acts. The clause relating to . . . Vagrant Children I have omitted, as I did not wish to insert any clause that might impede the passage of the Bill.

The subject was again taken up in a practical form by the Chief Superintendent at his County School Conventions in 1860, which see.

CHAPTER II.

ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS IN UPPER CANADA, FOR THE YEAR 1859.

To His Excellency the Right Honourable Sir Edmund Walker Head, Baronet, Governor General of Canada.

May it please Your Excellency:

In presenting my Report on the condition of the Normal, Model, Grammar, and Common Schools of Upper Canada, for the year 1859, I am thankful to be able to say, that the general financial depression, arising from two successive years of commercial disaster and of failure in the productions of husbandry, has been attended by no decline in the operations of our School System; but that, contrary to reasonable apprehensions, there has been an aggregate advance of $61,331 in the financial doings of Municipalities and School Sections, and a corresponding progress in the attendance of Pupils and in the improvement of the Schools. This will appear by a reference to the Statistical Tables, as follows:—

I. *Table A.—Receipts and Expenditures of Common School Moneys.*

1. The amount apportioned by this Department from the Legislative Grant for Salaries of Teachers, in 1859, was $152,026; being an increase of $19,502 over the sum apportioned in 1858.

2. The apportioned one hundred per cent. on remittances for the purchase of Maps, Apparatus, Prizes, and Libraries was $6,860; being an increase of $342.

3. The amount provided for the support of the Schools, by County Municipal Council Assessment, was $289,950; being an increase over 1858 of $19,446.

4. The amount of School Trustees Assessment during the year was $535,704; being an increase of $49,131.

5. The amount of Rate-bill Fees, imposed on Pupils attending the Schools, was $177,165; being an increase of $18,713; showing the decline of the Rate-bill, and the increase of the Free School System.

6. The total Receipts for all Common School purposes in Upper Canada, for 1859, were $1,309,820; being an increase of $65,331 over the Receipts of last year.

7. The amount expended for the purchase of School Sites and the erection of School-houses in 1859 was $114,637; being an decrease of $8,935.

8. The amount expended for the Rents and Repairs of School-houses was $32,751: being a decrease of $1,918.

9. The amount expended for School Books, Stationery and Contingencies was $85,874; being a decrease of $7,258. (These three are the only items in which there was any decrease in the School Expenditures).

10. The amount expended for Maps, Apparatus, Prize and Library Books, was $17,456; being an increase of $3,314.

11. The amount expended for the Salaries of Teachers was $859,324; being an increase of $81,708. A gratifying and noble increase under this head.

12. The Total Expenditure on behalf of Common Schools in Upper Canada, for 1859, was $1,110,045; being an increase of $66,910.

II. *Table B.—School Population—Pupils attending the Common Schools.*

The School population, according to the legal Returns, includes all Children from five to sixteen years of age; but the School population, having a legal right to attend the Schools, includes all persons from 5 to 21 years of age. The provision of the Law giving the right to persons from 16 to 21 years of age was passed after the enacting of the Law authorizing and defining the Returns of School population.

1. The School population, (including only the Children from 5 to 16 years of age,) amounts, according to the Returns, to 362,085; an increase of only 1,507. In the Cities and Towns there is a reported decrease of School population reported amounting to 4,500, which cannot be correct.

2. The number of Pupils attending the Schools, from 5 to 16 years of age, is 279,490; increase of 12,107. The number of Pupils of other ages attending the Schools, is 22,102; decrease 4,198. The whole number of Pupils attending the Schools, is 301,592; increase, 7,909.

3. The number of Boys attending the Schools, is 165,688; increase, 5,055. The number of Girls attending the Schools is 135,904; increase, 2,854. A larger proportion of Girls than Boys attend private Schools, especially in Cities, Towns and Villages.

The same Table shows the number of Pupils in each of the various subjects taught in the Schools, and exhibits a gratifying increase of Pupils studying the higher subjects.

III. *Table C.—Common School Teachers—Their Religious Persuasion, Rank, Salaries.*

1. The whole number of Teachers employed during the year, was 4,235, increase, 33. The number of male Teachers employed, was 3,115, increase 150. The number of female Teachers employed, was 1,120,—decrease 117.

2. The Religious Persuasion of Teachers. The number of Members of the Church of England, is 747, increase, 85; of the Church of Rome, 460, increase, 20; Presbyterians of different kinds, 1,196, decrease 63; Methodists of various kinds, 1,236, increase, 54; Baptists, 225, decrease, 15; Congregationalists, 87, increase, 10; for the other persuasions, see the Table, [in the Appendix to the Journals of the House of Assembly for 1860.]

3. As to the rank of Teachers, it appears from the Table that there are 1,015 Teachers of the First Class; increase, 159; of the Second Class 2,130, decrease, 35; of the Third Class, 768, decrease, 115. It is gratifying to note so large a decrease in Third Class Teachers, and so respectable an increase of the First Class, especially as the

standard in the Programme of Examinations has been recently raised. It appears that heretofore, the County Boards, for the most part, have licensed Third Class Teachers as a matter of course, on examination, the same as they have First and Second Class Teachers. This is at variance with the Regulations, as I have taken occasion to remark during my recent visit to the several Counties. A Third Class Certificate should be limited to one School Section, and to one year, (as provided in the prescribed form of Certificate); and, therefore, should only be given on the special application of Trustees, to meet extreme cases. If this object of Third Class Certificates be observed by the County Board, fewer of them will be applied for and given; and the fewer of them given the better for the interests of the Schools, as well as for the professional standing of Teachers.

4. Teachers' Salaries. The lowest salary paid to any Male Teacher is $80; and the highest salary is $1,400. The average salary of Male Teachers, with Board, is $186, increase, $6. The average salary of Male Teachers, without Board, is $456, increase $2. The average salary of Female Teachers, with Board, is $123; without Board, $245, increase, $3.

IV: *Table D.—Schools, School Houses, School Visits, School Lectures, Time of Keeping the Schools Open.*

1. The whole number of School Sections is 4,354, increase 87. The whole number of Schools reported as open, is 3,953, increase, 87. The number of School Sections, in which there are no Schools open, or from which no Reports are received, is 398, decrease 3.

2. The number of Free Schools is 2,315, increase, 379. The number of Schools reported as partly free, 1,498, decrease 162. The number of Schools in which a Rate-bill of twenty-five cents per month is charged to each Pupil, is 102, decrease, 12; in which a Rate-bill of less than twenty-five cents is charged, is 36, increase, 23, not reported 2. These Returns show the gradual and rapid advance of Free Schools; as the establishment of them is the annual voluntary act of the Rate-payers in each School division.

3. The total number of School Houses reported is 3,944, increase, 250. Of these, 368 are Brick, increase, 16; Stone, 313, increase, 69; Frame, 1,512, increase, 7; Log, 1,669; increase, 96; not reported, 82.

4. The number of School Houses built during the year is 146, 12 less than the number built during the preceding year. Of these 146 School Houses built during the year, 50 were Log, 57 were Frame, 14 were Stone, and 24 were Brick.

5. The whole number of official School Visits reported, is 63,183, increase, 4,242; by Local Superintendents, 8,739, increase, 628; by Clergymen, 5,626, increase, 1,266; by Municipal Councillors, 1,995, increase, 46; by Magistrates, 2,191, increase, 186; by Judges and Members of Parliament, 534, increase 181; by Trustees, 20,480, increase, 270; by other persons 23,618, increase, 1,665.

6. The whole number of School Lectures delivered, is 3,104, increase, 147. By Local Superintendents, 2,387, decrease, 2; by other persons, 717, increase, 149.

7. The number of School Examinations reported, is 6,856; the number of Schools in which Prizes have been awarded and distributed for the encouragement of Pupils, 710; number of Books distributed as Prizes, as per Table P, is 12,089. No Returns under these heads have been heretofore made.

8. The average length of time the Schools are kept open is ten months and fourteen days, increase, two days. This exceeds the average time the Schools are kept open in the State of New York by two months and twenty-four days.

V. *Table E.—Religious Exercises, Bible, Text Books—Apparatus used in the Schools.*

1. It appears that out of 3,953 Schools reported, the daily Exercises of 2,059 are opened and closed with Prayer, an increase of 351; and the Bible, or New Testament, is used in 2,687, being an increase of 177. The use of the Sacred Scriptures, being the acknowledged birth-right of every inhabitant, young or old, in this Country, it is

placed in the list of Text-Books; as its office is, not to be employed in teaching to read, but to teach those who receive it the way to Heaven. Its use is not compulsory, as Government has no more authority to compel the reading of the Scriptures than attending Church. Everything in reference to Religious Exercises, and the reading of the Scriptures as part of them, appertains to the elected Managers of the Schools, and the Parents and Guardians of the Children. The Council of Public Instruction has recommended these Exercises, and provided aid for their performance for those who approve them; but it is not lawful to compel any Pupil to attend them, or to read any Religious Book, against the wishes of his, or her, Parents, or Guardians. The Law, therefore, fully recognizes and protects the rights of conscience and supreme parental authority in all Religious matters. Within these protective restrictions, it is gratifying to observe the gradual increase of those Christian Observances and Exercises in the Schools, which indicate the growth and extension of Religious principles and feeling in the Country. But these short and general Exercises are no substitute for that direct and practical Religious Instruction, which it is the duty of Parents and Pastors to provide for their Children, which is the most essential part of their education, and which it is not in the power of the Common School Master to impart.

2. This Table also shows that the Irish National Text Books are almost universally used in the Schools. For example, the National Readers are used in 3,816 Schools, and various other Readers in only 74 Schools. The National Arithmetic is used in 3,618 Schools, and other Arithmetics are used in only 262. With few exceptions, the great object of having a uniform series of Text Books used in the Schools may be considered as accomplished.

3. The total number of Maps used in the Schools, is 16,317; total number of Schools using Maps, 2,408, increase 5; total number of Globes used in the Schools is 774, increase, 162; Schools using Backboards, 3,132, increase, 237; etcetera. See Table for other particulars, and Books used in the various subjects of study.

VI. *Table F.—Roman Catholic Separate Schools.*

The number of Separate Schools reported, is 105, increase, 11. The amount of Legislative Grant apportioned to these Schools is $7,753, decrease, $777. The amount of Trustees' local Assessment, or Rate, $12,931, increase, $5,859. The amount of local subscriptions, is $9,867, decrease, $2,651. The total amount received, $30,563, increase, $2,357. Amount paid to Teachers, $23,003, increase, $6,271. Amount paid for Maps, Apparatus, and Prizes, $352, increase, $57. Amount paid for building and other purposes, $7,207, decrease, $3,972. Number of Pupils reported in the Schools, 12,994, increase, 2,069. For other particulars, see the Table.

VII. *Table G.—The Grammar Schools; Their Receipts, Expenditures, Pupils.*

1. *Receipts.* The amount apportioned from the Legislative Grant, is $32,117, increase, $1,735. The amount apportioned for Maps, Apparatus, Prizes, and Libraries, $685, increase, $164. The amount received from Fees of Pupils, $19,541, increase, $2,164. The amount of Municipal Grants, $18,128; increase, $6,573. Amount received from former years' balances and other sources, $9,828, increase, $160.

Total Receipts for Grammar School purposes, $80,300,—increase, $10,799.

2. *Expenditures.* Amount paid for Masters' Salaries, $61,564, increase, $8,624. Amount paid for Apparatus, Prizes, and Libraries, $1,706, increase, $178. Amount paid for Building, Rent and Repairs, $7,930, increase, $5,062. The amount paid for contingencies, Books, etcetera, $3,649, decrease, $676. The total expenditures for Grammar School purposes is $74,850; increase, $13,188, balance at the end of the year, $5,450, decrease, $2,389.

3. The total number of Grammar Schools in 1859 is 81, increase, 6.

4. *Pupils.* The total number of Pupils, is 4,381, decrease, 78. The number of Pupils whose Parents reside in the City, Town, or Village, of the Grammar School, is

3,149. The number of Pupils whose Parents reside out of Town, but in the County of the Grammar School, 969. Number of Pupils whose Parents reside out of the County of the Grammar School to which they send their Children, 263. For some other details, see the Table.

VIII. *Table I.—Number of Pupils in the Various Branches of Instruction.*

The number of Pupils in Latin, is 2,219, increase, 495; in Greek, 488, increase, 110; in French, 1,178, increase, 327. The Table shows a very encouraging increase in the higher subjects taught in the Schools.

IX. *Table K.—Text Books used in the Schools.*

It appears that the Bible, or Testament, is read in 55 Schools, increase, 5. For the Text Books used, see the Table; from which it appears that there is less uniformity in the Grammars used, than in the Common Schools, although there is an increase in the use of the best Text Books.

X. *Table L.—Masters—Their Salaries, School Houses, Miscellaneous Information.*

1. The total number of Masters employed in the Schools during the year, is 121. The number of Schools in which the Head Master has been changed, 25; the number appointed under the old Law, 9. The number of Head Masters who have graduated is 50, of whom 29 are Graduates of Canadian University Colleges, 16 of English and Scotch Universities, 4 of American Universities, 1 of another University. Twenty teach under the authority of Provincial Certificates.

2. *Religious Persuasion.* The following is the classification of the Religious belief of the Masters of the Grammar Schools, as reported. Church of England, 44; Presbyterian, 46; Methodist, 9; Baptist, 4; Congregational, 2; Roman Catholic, 1; not stated, 14.

3. *Salaries.* The Table shows the salary paid to each Master. It appears upon the whole that the average of salaries of Head Masters is $725; and of Assistant Masters, $399.

4. *School Houses.* 33 are of Brick, 17 Stone, 30 Frame; the tenure is, 59 freehold, 6 leased, 13 rented, 2 not reported.

5. *Miscellaneous.* It appears that the daily Exercises of 66 of the Schools are opened and closed with Prayer, increase, 10; 42 are united with Common Schools, 14 being Meteorological Stations; that, in the Schools there are 1,062 Maps and 105 Globes. 80 Schools use Blackboards, 23 have complete sets of Apparatus, and 12 have part sets. 16 Magic Lanterns are used.

The number of Pupils prepared for Matriculation in University Colleges was 46.

The Report of the Grammar School Inspectors will be found [on pages 91-97 of the preceding Volume of this Documentary History]. For the opinions expressed in those Reports the Authors alone are responsible.

XI. *Table M.—Normal and Model Schools. Operations of the Schools during 1859.*

The Model Schools are appendages of the Normal School, they furnishing a School of Practice for the Teachers-in-training in the Normal School, as well as an example for the furnishing, organizing, teaching, and governing of Common Schools. There is a Boys' and Girls' Model School, and the attendance at each is limited to 150 Pupils. They are under the immediate management of Teachers who have been trained in the Normal School, are overseen by the Masters of the Normal School, and are conducted with the greatest efficiency. The Teachers-in-training in the Normal School, being divided into classes, act as Observers and Monitors during a certain number of hours each week in the Model Schools.

The Normal School itself is conducted with unabated, and, I think, with increased zeal and efficiency. There is every reason to congratulate the Country on the existence and operation of so noble an Institution. The difference between this Institution and similar Institutions in neighboring Countries is its professional and practical character.

In most Normal Schools, the various subjects of an English education are diligently taught, as such subjects are studied and taught in Text-books; but, in our Normal School, the Master seldom uses a Text-book in a Class, although the teaching is by Lecture, accompanied by constant Examination and Exercises, and is based upon the Text-books; and the Students, or Teachers-in-training, are taught, and are themselves exercised in the teaching of those subjects in the Model Schools. Our Normal School, therefore, is a School for the practical training of Teachers to teach all the subjects studied by them in the Normal School, rather than for the mere teaching of subjects which the Students had not at all, or thoroughly, studied before coming to the Normal School.

The year is divided into two Sessions of five months each. The number of Students, or Teachers-in-training, admitted into the Normal School during the first Session of last year, was 183; the number admitted during the second Session, (the standard of qualification for admission having been raised,) 158. Not more than 150 can be taught to advantage at one time. The object of raising the standard of qualification for admission to the Normal School was to reduce the number attending within manageable limits, as also to elevate and increase the qualifications of the Teachers trained in the School. The number of Teachers to whom Provincial Certificates were awarded, on a lengthened paper examination at the end of the first Session of last year, was 87, at the end of the second Session, 94.

It has been objected to that the number of Normal School Teachers teaching in Upper Canada bears a small proportion to the number taught in the Normal School. This objection has been made in past years, but I have hitherto thought it not worth noticing, as I was satisfied it was founded to a great extent in error, and that a few words of explanation would, at any time remove it altogether. I now offer the following remarks in reply to it.

1. The same declaration of the intention to teach, and of attending the Normal School, with a view of becoming better qualified for the profession of a Teacher, is required from every Student admitted to the Normal School,—the same as is required for admission in the Normal Schools in the State of New York and in other States; and, it is believed, Persons change their pursuits more there than here.

2. The teaching and exercises in the Normal School are of such a practical and professional character as to offer the least possible inducements to any to attend except those who are, or who purpose to become Teachers.

3. Out of the whole number of 2,804 Students who have been admitted to the Normal School since its establishment, including 715 entries for the second Session by the same Students, 1,468, or more than half of them had been Teachers before entering the Normal School. This proportion of Teachers attending the Normal School is, I believe, altogether unequalled in any of the neighboring States, and evinces beyond question the prevailing motive of those who seek its advantages.

4. No Normal School Certificates were issued during the first eight Sessions of the Normal School. All the Teachers who were trained during that period, and who have since taught School, have taught under the authority of County Board Certificates; as also have all of those who have attended the Normal School since 1852, but who have not attained Provincial Normal School Certificates, which is the case, on an average, with about one half of the Students that enter the School. The whole of these classes of Teachers are teaching under the authority of County Board Certificates, and are returned as such. To these must be added those who formerly received Third Class Normal School Certificates, 44 in number, and whose Certificates expired in one year; also, many of the 707 who received Second Class Certificates, 48 of which expired before 1859, and many of the Teachers holding them have gone before the County Boards and obtained First Class County Certificates, such Certificates placing them in the First Class of Teachers in the County, with the additional advantage of having attended the Normal School.

5. The total number of Provincial Normal School Certificates issued, up to December, 1858, was 1,058, out of 2,804 Students who have attended the Normal School, including in this number 715 entries for a second Session by the same Students. Of these 1,058 Certificates, 44 Third Class Certificates and 203 Second Class Certificates expired, or had been renewed before November, 1859, besides the many Teachers holding Second Class Normal School Certificates, who have applied to the County Boards and obtained First Class County Certificates. Besides, 501 of the 1,058 Provincial Certificates have been given to Females, whose obligation to teach does not extend beyond the period of their marriage. It is also to be remarked, that 94 of these Certificates were given in December, 1859, and only 11 of the Students to whom they were granted were available as Teachers during the first half of 1859, leaving 83 not available for any part of that year. The number of Provincial Certificates in force for 1859, without making any allowance for death, removals, marriages of Female Teachers, and Teachers holding Second Class Provincial Normal School Certificates who have applied for, and obtained, First Class County Board Certificates, is 728. Of these, 302 are First Class Provincial Certificates.

6. The only data we have of the number of Teachers under the authority of Normal School Certificates, are the returns of Local Superintendents. These returns, in Table C, state the number to be 389, more than half the number of Provincial Normal School Certificates in force in 1859, without making any reduction from the various causes above mentioned, and without taking into account the large number of Teachers who have attended the Normal School, but who are teaching under the authority of Certificates from County Boards. I think nothing more than these facts is required in answer to the objection referred to.

XII. *Table N.—Ontario Educational Institutions. Approximate Information.*

The information in this Table has been gleaned from different sources, some more and others less recent and full; there being no law in Upper Canada to secure periodical and annual Returns of information to this Department, as in Lower Canada, from any other Institutions than the Grammar and Common Schools. But the information in this Table, though only an approximation to what is to be desired, gives a tolerable idea of what is done in our Colleges and Academies.

XIII. *Table O.—The Free Public Libraries.*

This Table presents a statistical view of the Library branch of the Public School System and of the number of Libraries of various kinds throughout the Country. The amount expended for Libraries seems to have reached its lowest point during the depressing year of 1858; and, although the money expended in the purchase of Libraries in 1859 is not large, yet it is in advance of 1858 under every head. The amount expended for free Public Libraries in 1859 was $5,805, being an increase of nearly one-third, or $1,822. The number of Libraries established was 47, containing 9,308 Volumes. The whole number of Libraries established is 354. The whole amount expended for their establishment is $94,518; and the number of Volumes contained in them is 177,586. Very much remains in this branch of the System of Public Instruction to be done; but, it is worthy of remark, that not a month has elapsed during the five years since its establishment, without more, or less, Books having been sent out; as may be seen in Statement Number 2, of Table O. The Table shows the kinds of Books selected for the most part by the parties establishing them, and sent out, to have been as follows:—History, 31,100 Volumes; Zoology, 12,680; Natural Phenomena, 5,024; Physical Science, 3,938; Geology and Mineralogy, 1,530; Natural Philosophy, 3,028; Chemistry, 1,273; Agricultural Chemistry, 705; Agriculture, 7,690; Manufactures, 7,562; Literature, 17,519; Travels, 13,191; Biography, 19,539; Practical Life (Tales and Stories,) 48,528; Teachers' Library, 1,969.

2. The number of Sunday School Libraries, according to the Returns, is 1,684, being an increase during the year of 61. The number of Volumes in these Libraries is 271,507, being an increase of 17,018 Volumes.

3. The number of Public Libraries reported is 334, being an increase of 17. The number of Volumes contained in them is reported to be 118,556, being an increase of 7,917. The number of free Common School Libraries as reported is 354, increase 47. The number of Volumes contained in them, as per report, is 177,586.

XIV. *Table P.—Maps, Globes, and Various Articles of School Apparatus.*

1. This Table presents a statistical view of the School Maps and Apparatus branch of the School System, and shows a small increase under the heads of the more important, and most used articles of, School requisites, as Maps, and a small decrease under more expensive and less used articles, such as Globes, etcetera. The amount expended for these purposes was $11,905, being an increase of $94. The number of Maps of the World sent out was 204, increase, 73; of Europe 261, increase, 34; Classical Maps, 173, increase, 30, etcetera.

2. The whole sum expended for Maps and other articles of School Apparatus, as per the Table P, during the five years of the existence of this branch of the Department, is $55,809; the whole number of Maps and Charts sent out is 12,014, besides 686 Globes, 85 complete sets of Apparatus, 58 Orreries, 69 Tellurians, and 3,909 other articles of School Apparatus, not including sheets of Object and Tablet Lessons, of which the number is no less than 68,589.

3. There yet remains to be noticed, in connexion with this Table, the number of Volumes applied for and sent out as Prize Books. The number of these Volumes is 12,089, being an increase of 4,044 Volumes. This branch of the Department has been in operation only three years. In 1857, there was sent out for Prize Books only 2,557 volumes; in 1858, 8,045; in 1859, 12,089; total, 22,691 volumes.

XV. *Table Q.—Superannuated Common School Teachers.*

In this Table, I omit the several pages which have been given in the corresponding Tables of previous years' Reports, containing an abstract of the case of each worn-out Teacher, and of the names of the parties who signed the Certificates on the strength of which the pensions have been granted. This Table contains only names, ages, etcetera, of the Pensioners, and the small sum paid to each. The amount of the Parliamentary Grant is $4,000. The number of worn-out Teachers thus receiving aid is 181, an increase of only one over the deaths during the year. The number of Recipients will now begin to decrease, as no new applications will be received, except from those who have subscribed to the Fund since 1854, and their number is small. From the abstract of this Table, it appears that of the 181 worn-out Teachers admitted as Claimants upon the Fund, 21 have died; the average period of service of those who remain is 21¾ years, and their average age in 1859 was 65 years.

XVI. *Table R.—Distribution of the Legislative Grant, Sums raised as an Equivalent thereto, and also raised by Trustees, etcetera.*

This is a Table which has only been given in the Reports of late years. Like the other Tables, it has been compiled by the proper Officers with the utmost care, from the records of the Department, and exhibits the distribution of all moneys granted by the Legislature for both Grammar and Common School purposes, together with the sums raised by Municipalities as equivalents thereto, and other moneys raised from local sources. This Table shows how much each County, (not specifying the Township,) City, Town, and Incorporated Village has received, directly and indirectly, for all School purposes, during the year 1859, from the Legislative School Grant, and how much it has raised as an equivalent in return. It will be seen that there is an aggregate increase under every head except one, and that is in the amount granted and paid in aid of Poor Schools, in which there is a decrease of $321. This Table shows that the total amount provided by the Legislature for all Grammar and Common School purposes in 1859, was $224,496, being an increase of $31,786; that the total amount provided by the people from local sources, was $1,205,808, being an increase of $50,104; that the grand total of moneys provided from all sources, was $1,430,304, being an increase of $81,891 over the sums provided in 1858. For the details I refer to the Table.

XVII. *Table S.—Educational Summary for the Year 1859.*

This Table presents at one view the number of Educational Institutions of every description, (so far as the Returns of them could be obtained), and the number of Pupils attending them, and the amount expended for their support, in each County in Upper Canada. The total number of Educational Institutions of every description in Upper Canada reported, was 4,372, increase, 114; the total amount expended in support of these Institutions, was $1,389,582; adding balances on hand, the total amount available was $1,594,807, being an increase of $83,791. But the total number of Pupils returned as attending the Common and Grammar Schools, was 305,973, increase, 7,831; and a small decrease of 152 Students and Pupils attending other Institutions, exclusive of the Normal and Model Schools. The aggregate amount available for the support of the Common, Grammar, and Normal Schools, Superannuated Teachers, etcetera, (not including other Educational Institutions), during the year, was $1,430,304 —being an increase of of $86,013; thus showing a decrease of $2,222 in the amount expended in the support of other Institutions.

XVIII. *Table T.—General Statistical Abstract of the Progress of Education in Upper Canada, from 1842 to 1859 inclusive.*

This brief but most comprehensive and important Table presents a statistical view, (as far as Returns can have been obtained,) of all that has been done in connection with every branch, and all the Institutions, of Education in Upper Canada during eighteen years. Returns under all the heads mentioned do not go further back than 1850. Take then a period of ten years, from 1850 to 1859 inclusive, the following are some of the results in reference to Grammar and Common Schools.

1. *Grammar Schools.* The number of Grammar Schools in 1850, was 57; in 1859 it was 81. The number of Pupils attending the Grammar Schools in 1850, was 2,070; in 1859, it was 4,381, though many hundred were excluded from the Grammar Schools in 1854 by the Regulations which required an Entrance Examination, increased attendance in 1859 over 1850, 2,311. As the present Grammar School Law did not go into operation until 1854, no Returns of the amount provided for the Salaries of Grammar School Masters exist earlier than 1855. The amount provided for the Salaries of Masters in 1855 was $46,255; the amount provided for the same purpose in 1859 was $61,564.

2. *Common Schools.* The number of Common Schools in 1850 was, 3,059; the number in 1859, was 3,953, total increase, 894. The number of Free Schools in 1850 was 252; the number in 1859, was 2,315, total increase in the ten years 2,063.

3. The whole number of Pupils attending the Common Schools in 1850, was 151,891; the number of pupils attending them in 1859, was 301,592, increase of 1859 over 1850, 149,701.

4. The total amount paid for Salaries of Common School Teachers in 1850, was $353,716; the amount paid for the same purpose in 1859, was $859,325, increase of 1859 over 1850, $505,609.

5. The amount expended for the building and furnishing of School-houses, Libraries, Apparatus, etcetera, in 1850, was $56,756; the amount expended for these purposes in 1859, was $250,721, increase of 1859 over 1850, was $193,965.

6. The total amount expended for all the Common School purposes in 1850, was $410,472; the total amount expended for these purposes in 1859, was $1,110,046, the increase of 1859 over 1850, $699,574.

7. Two remarks may be made in reference to the foregoing Statistics and others contained in the Table referred to. The first remark is, that little more than one-tenth of the sums of money mentioned have been provided by the Legislature from Endowments and Grants. The Legislature imposes no tax for any educational purpose. Al the rest

of the large sums mentioned are provided by voluntary local taxation, and other exertions in each Municipality.

The second remark is, that the above Statements refer entirely to amounts of money provided and expended for School purposes, and the number of Pupils attending the Schools, not taking into account at all the improvements which have been effected in the School-houses and their Furniture, in the character and qualifications of School Teachers, in the Text-books, Apparatus, Discipline, and Teaching of the Schools, the establishment of School Libraries, and other agencies and facilities for the diffusion of useful knowedge.

XIX. *Extracts from the Remarks accompanying the Statistical Reports of Local Superintendents and Boards of School Trustees.*

In each of my preceding Reports I have given copious extracts from the remarks accompanying these local reports, as furnishing a practical and varied exposition of the actual working of the School System, and presenting a life-like picture of the feelings and doings of the people themselves, in their efforts to educate their Children. I had prepared and got transcribed for the press extracts from 167 of these local Reports as an Appendix to my present Annual Report, when I received an intimation that it was the wish of the Printing Committee of the Legislative Assembly that I would omit the extracts from the local Reports and all other documents and papers in the Appendix not essential to the exhibition of the general results of the operations of the School System, as it was the desire of the Legislature to reduce the expenses of printing as much as possible. Under these circumstances, I felt myself reluctantly compelled to omit all extracts of the kind referred to, and several other Documents and Papers which I had intended to insert in the Appendix to this Report. It has been thought that, as the School System has now become firmly established and generally understood, that such extracts and returns of Townships, as well as Counties, once in five years, limiting the intervening four Annual Reports, (like the present,) to returns for the Counties, Cities and Towns, would be most economical and satisfactory. The Report for 1860, (the next Report) will be the third of the quintennial Reports, and will be as comprehensive and complete in its details and expositions as possible.

XX. *The Model Grammar School.*

The Model Grammar School is intended to accomplish the same objects in regard to the Grammar School instruction of the Country, that the Normal and Model Schools are intended to accomplish in regard to Common School instruction, to improve the Furniture, Organization, Discipline and Teaching of the Schools by presenting a proper model, and to train Masters for their important and noble work. Up to the present time no Normal Class has been established in the Model Grammar School. This will probably be done at the beginning of the year. But, as a model, it has fully met our expectations, and has already exerted a salutary influence upon many Grammar Schools, the Masters of which have paid visits, and, in some instances, visits of many days, to the Model Grammar School, and have applied the results of their observations and inquiries to the improvement of their own Schools. The intermediate Schools of the Country,—the Schools intervening between the Common Schools and Colleges,—require the special aid of the Legislature to provide for their proper accommodation and support, and special attention for the improvement of the Organization, Discipline and Modes of teaching in many of them. The Model Grammar School furnishes a standard example for that purpose, while it will, I think, soon be able to accomplish all the purposes of a Normal School for the training of Teachers for the County Grammar Schools.

XXI. *The Educational Museum.*

Nothing is more important than that an Establishment, designed especially to be the Institution of the People at large,—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been so established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agency of an Educational Museum, for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, has been rendered as attractive and complete as the limited means provided would permit. Such are the objects of our Educational Museum.

This Educationel Museum was founded after the example of what is being done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of training the minds and forming the taste and character of the people. It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the Country, Casts of Antique and Modern Statues and Busts, etcetera, selected from the principal Museums of Europe, including Busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the Great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These objects of Art are labelled, for the information of those who are not familiar with the originals, but a Descriptive Historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of an National Gallery is to improve the Public taste, and to afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed that as, "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity, or means, of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaelle and other great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of Public Instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of School Grants, for the purpose of improving School Architecture and Appliances, and to promote Arts, Science, and Literature by means of Models, Objects and Publications, collected in a Museum in connection with this Department.*

The more extensive Educational Museum at South Kensington, London, established at a great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it imparts instruction to hundreds, in Drawing, Painting, Modelling, etcetera. A large portion of the contents of our Museum has been procured with a view to the School of Art and Design, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, although considerable in numbers before; many have repeated their visits again and again; and, I believe, the influence of the Museum quite corresponds with what is said of the Educational Museum in London.

XXII. *General Remarks.*

1. *Comparison of our School Statistics with those of the State of New York:—*

Having presented a statistical view of the state and progress of our School System in its various branches, it will enable the Reader of this Report to form a more accurate estimate of the doings of our people and the advancement of the Schools, and the character of our School Law, if I present a comparison in these respects between Upper Canada and the State of New York, where the Country is much older and more wealthy, and the School System much longer established. That State has also been long famed for its Common School System, and was the source whence many of the provisions of our School Laws have heretofore been borrowed.

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*This Museum would have been more attractive had not so many interesting articles in it been gratuiously distributed in 1881 to the various Public Institutions in the Province. See Appendix to the XIIth Chapter of the Twelfth Volume of this Documentary History.

The population of New York is a little more than three times that of Upper Canada. Our population, according to the last Census of 1852, was 952,004; the population of New York State, according to its last Census, taken in 1850, was 3,097,394. Assuming, therefore, that the population in each Country has advanced in the same ratio, (although I think it has been greater in the State of New York), our population must be considerably less than one-third that of the State of New York. But, assuming that the population of the State of New York is no more than three times that of Upper Canada, our School Statistics should be one-third of their's, in order to be equal to them in proportion to population. I have lying before me the last Report of the New York State Superintendent of Public Instruction,—extending from the 30th September, 1858, to the 30th September, 1859,—only three months earlier than the period of my present Report.

1. The average time of keeping open the Schools in the State of New York in 1859, was seven and two-third months; the average time of keeping open the School in Upper Canada, for the same year, was 10 months.

2. In the State of New York the number of Pupils in the Common Schools in 1859, was 851,533; the number of Pupils attending the Common Schools in Upper Canada, for the same year, was 301,592—being more in proportion to the population than in the State of New York.

3. The sum paid for the Salaries of Teachers in the State of New York in 1859, was $2,443,184; the sum expended in Upper Canada for the same purpose, for the same year, was $859,325, more than one-third that of the State of New York.

4. The amount expended for School Houses, Repairs, etcetera, in the State of New York, in 1859, was $724,292; the amount expended for the same purpose in Upper Canada, the same year, was $250,725—more than one-third that of the State of New York.

5. But in regard to School Libraries and School Apparatus, the expenditures in the State of New York are in advance of those in Upper Canada. For School Libraries, the expenditure in the State of New York, was, in Cities, $9,583; in rural districts $28,778—total $38,261; the amount expended for School Libraries in both Town and Country in Upper Canada, was $5,805—not quite one-sixth that of the State of New York. (Since writing the above, I find that nothing has been provided from local sources for Libraries in the State of New York,—that by the law of that State, the "sum of $55,000 is distributed annually to the several School Districts of the State for the purchase of Books for District Libraries.") Such has been the system of Libraries established there, and such the mode of distributing the Library Fund, that, (as the Report states,) "from 1,604,210 Volumes reported in 1853, they had fallen in number to 1,360,507 in October, 1859—a decrease of 243,703 volumes, notwithstanding the annual State expenditure to sustain the Libraries.* The State Superintendent goes on to remark as follows:—

"The value of the property involved, as well as the annual division of a large sum to a purpose conceded to be productive of little beneficial effect, recommend this subject to the attention of the Legislature. Should it be deemed expedient to authorize the Superintendent of Public Instruction, out of the Library money to furnish each District with a properly adjusted School Register, it would secure greater practical benefit than is now attained from the whole annual expenditure for Library purposes."

These facts and remarks are very extraordinary and much to be regretted. The whole error and failure has originated in a wrong method of establishing Libraries, and of apportioning the money provided for that purpose. In Upper Canada, a properly adjusted School Register is, and has been for some years, provided for each School, and Library money is only apportioned as applied for, and on consideration of an equal contribution being made from local sources, and for Books mentioned in a carefully selected Catalogue."

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*The failure of the New York State System of Libraries is referred to at length on pages 292 and 313 of the Thirteenth Volume of this Documentary History.

For School Apparatus, the expenditures in the State of New York were, in Cities, $111,118; the rural Districts, $6,846; the expenditures in Upper Canada for School Apparatus, in both Town and Country, $11,905—about one-tenth that of the State of New York in the aggregate, but clearly in advance of that State in rural Districts.

6. The expenditures for all Common School purposes in the State of New York, in 1859, were $3,323,803; the expenditures in Upper Canada for all Common Schools purposes, were $1,110,046—still a little more than one-third that of the State of New York, notwithstanding the large number of populous and wealthy Cities in that State.

7. The New York State Superintendent gives a Table showing the number of Pupils in attendance at the Common Schools from 1849 to 1859, and remarks,—"It will be seen from the Table above given, that the attendance of Pupils during the last year, (1859,) was 92,702 more than it was ten years ago." The number of Pupils in attendance at our Common Schools in 1849, was 138,465; the attendance in 1859, was 301,592. The attendance of Pupils in our Common Schools in 1859, was 163,127 more than it was ten years ago.

8. The New York State Superintendent states the population of School age, or number of persons between the ages of 4 and 21 years, to be, in the Cities, 378,054, while only 250,908 are reported as attending the Common Schools; but, as the reports, in regard to the number of Private Schools and the Pupils attending them in Cities, are defective, no estimate, or conjecture, is given as to the number not attending any School. In regard to the rural Districts, the Superintendent remarks—"Assuming the correctness of the enumeration and report of attendance at School in rural Districts, it appears that of the 894,432 persons of School age reported, 600,625 attended School during the last year, for a longer, or shorter, period." The number of Pupils in attendance upon the Academies of the State," (none of which are established by the State, but nearly all are Denominational, although receiving aid from the State,) "during the last reported year, was over 36,000. If we assume the Private Schools, outside of the Cities, to have taught 50,000, it would leave about 200,000 persons between the ages of 4 and 21, in rural Districts, not in attendance at Schools." In Upper Canada the reported population of School age was 362,085; the reported attendance of the Common Schools was 301,592, leaving 60,493 as not reported in attendance at any Common School; but this number includes the 4,381 Grammar School Pupils, and many others who may be, and doubtless are, attending Private Schools, of which no complete Returns have been made. The whole number of children in Upper Canada reported as not attending any School whatever, in 1859, was 46,803. Yet such non-attendance at School, mitigate it as we may, and although far less in proportion than that of the State of New York, is painful and startling, and ought to prompt to exertion until the attendance at the Schools shall reasonably equal the School population.*

9. Another point of comparison between the state and progress of the School Systems in the State of New York and in Upper Canada, may be noted in the accuracy and completeness of the School Returns. Each of our Schools being provided with a proper Register, on the Semi-annual Returns of the daily and average attendance of Pupils depend the Semi-annual Apportionment and payment of the School Fund, and the false keeping of which is followed by punishment, and the non-keeping of these Registers involves the loss of the School Fund to the School Section, we have the best guarantee for the accuracy and completeness of Trustees' School Returns, as we have for the substantial correctness of other local Returns,—the form of which is furnished by the

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* The subject of non-attendance at the Schools was brought before the Grand Juries of Toronto during this and last year. See Chapter I, pages 1-7 of this Volume.

Department to every local School Superintendent for distribution to the Schools. The Accounts and Returns which Trustees have to make to their constituents at the Annual Meetings, and to the Local Superintendents, as a means of getting the School money apportioned and paid to their order, and the Returns required from Local Superintendents and Municipal Clerks, as the basis and conditions of apportioning and paying School money to their Municipality by the Education Department, ensure correctness in keeping these Accounts, and accuracy in making the necessary Returns. In the State of New York, the State Superintendent remarks as follows:—

"Not much reliance, however, is to be placed on the correctness of the Returns as to attendance in the Schools, either at this or any previous period. We are dependent for their reliability entirely upon the records kept by the Teachers, and the carefulness of Trustees in transcribing them. In too many instances these details of daily attendance are kept on loose scraps of paper, not infrequently they are lost altogether, or carried away by the Teacher, after serving as a basis of a Rate-bill, whilst the absence of the actual data, at the time of making the Annual Report of the District, is supplied by the 'guesses' of intelligent Trustees. Could each District be furnished with a 'School Register,' substantially bound, properly ruled, and so sub-divided as to show the name and age of each Pupil, the time of his entrance into the School, and each day of his attendance throughout the week, month, or term; imposing little labour on the Teacher, and removing all excuse for inaccuracy; whilst it would form a continuous record of the School for successive years, it would constitute the greatest boon which could at this time be conferred on our Common Schools."

Such a School Register, as is thus desired in the State of New York, has long since been provided and used in our Common Schools.

10. Another point of comparison relates to the principle of distributing School moneys to the several School Districts, or Sections. In New York it is distributed according to the number of residents of School age, (a principle of distribution which some parties would wish to restore in Canada); with us, the School money is apportioned to the Schools in Counties and Townships, Cities and Towns, according to average attendance of each half year,—including both the length of time and the daily attendance during each half year. This is the chief reason why our Schools are kept open ten months on an average, while, in the State of New York, they are kept open but eight months of the year; and this is a chief reason also of the larger, as well as more regular, attendance at our Schools in the rural Districts, as the principle does not apply to each School separately in Cities and Towns, (all the Schools in each City, or Town, being under the management of one Board of School Trustees,) as it does to each School in the Townships. The following remarks of the New York State Superintendent on this important subject attest the superiority of the method adopted in Upper Canada for the distribution of the School Fund, and are calculated to remove any objections which may be entertained by some persons against it:

Two-thirds of the Public Money is now distributed to the Districts, not according to the number of Schools therein, or of the Children in attendance thereupon, but according to the number of Persons between the years of 4 and 21 resident in each District. Hence it not unfrequently happens that those that are densely populated, draw an amount adequate to the entire support of the School; whilst only a very limited portion of the persons enumerated are found to avail themselves of the educational privileges offered. The number attending School is a matter of perfect indifference to the inhabitants. Their portion of the money is neither increased, or diminished, by the attendance of Scholars; and if a six months' School is maintained, the requisition to entitle them to participation is secured, and they are thereby sheltered from additional taxation. On the other hand, Districts of a purely rural character, with comparatively few Children, are subjected to the same general expense in maintaining a School for six months, whilst their receipt of public money is limited by the paucity of Children within the District. The Returns to this Department exhibit many instances in which Village Districts, with from 150 to 200 enumerated persons, show an attendance of only from 30 to 50 Scholars; whilst many Country Districts, with but from 75 to 80 Children, show an average attendance of quite as many Scholars as their more populous neighbours. Yet, in the former case, the amount of public money is, under the present mode of distribution, double that received by the latter. This is not only obviously unjust in itself, but it tends to foster a spirit of indifference as to the extent to which educational advantages are improved by those for whose benefit they are designed. If ample provision is made for the education of all the children in the State at the Public Schools, and then only a fraction of those Children attend, it follows that a considerable portion of the expenditure, if not absolutely lost, furnishes a very inadequate return. Whatever measure, therefore, shall be calculated to secure the full attendance of those entitled to participate in the benefits of the Common Schools, and to promote regularity in that attendance, must be of essential benefit to the educational progress of the rising generation. The present mode of distributing the School moneys has no such tendency. However few the Scholars, or irregular the attendance, if a six months' School is maintained, each District draws its money,—not in accordance with the educational spirit it manifests, or the benefits it bestows,—but in proportion to the actual number of persons of School age residing within its borders. I submit, therefore, to the judgment of the Legislature, whether the basis of distribution of two-thirds of the public money within the Counties, should not be made with reference to he average aggregate attendance upon the Schools, during the first six months of the School year.

The inevitable result of such a course would be, to make the inhabitants of each District directly interested in the largest practicable attendance upon the Schools. The greater the number of Scholars, the greater would be the amount of money received; every Parent would be more likely to send his Children to School, when, in effect, he receives a compensation for each day's attendance—and that attendance will be more regular when he feels that every day's absence diminishes the amount bestowed, and increases the necessary taxation for the support of the School.

11. The character of School Legislation and the state of the School Laws in the two Countries, are also worthy of remark. After the most extensive and laborious examination, the provisions of our School Laws were carefully framed, and the foundations of our School System laid; and they have remained unchanged,—defects only having been supplied and new provisions added, as new wants were created, or felt. In the State of New York, a different system has been adopted every few years; theory has succeeded theory in Legislation, and School Acts have been multiplied into quite a large Volume, called a "Code of Public Instruction." In Upper Canada the inviolability of the School Law, from the general experience of its simplicity and efficiency, is an almost universal sentiment; a sentiment which will be strengthened by the following remarks of the State Superintendent on School Legislation and the School Law in the State of New York:

The whole body of the School Law needs revision and simplification. There has been so much legislative tinkering of the System, with patch succeeding patch, often overlapping each other, contradictory, and, in very many instances, falling short in accomplishing much that is desirable towards giving the System harmony of purpose and action. When it is borne in mind that there are between twenty and thirty thousand Trustees in the State, by whom the School Laws are to be chiefly administered; and that they are not all remarkable for intelligence and astuteness, the obvious necessity of having the Laws clearly defined, and as simple in their operation as practicable, must be clearly apparent. An attempt at compilation, but with no power of revision, was made in 1856; and, although, I have studied the "Code of Public Instruction" long enough to be admitted to practice in the Courts, I am free to confess that I cannot yet fully comprehend, and far less harmonize, some of its provisions; whilst a more crude, cumbersome and disjointed body of law cannot, in my estimation, be found outside of the State of New York. In this opinion, I judge myself in sympathy with the Supreme Court, which has repeatedly declared itself equally unable to unravel some of the complicated enactments of the School Code. As an inevitable consequence, this Department is overburthened with Letters of enquiry from all School Officers, in relation to matters, which should be rendered perfectly clear to, and attainable by, the humblest intellect called to administer the law. It is not deemed necessary to enter into an elaborate statement of existing subjects; but I content myself with calling the attention of the Legislature to a matter of grave complaint on the part of all who hold connection with the Administrative provisions of the Common and Union School Systems.

2. *Official Visits to the Several Counties in Upper Canada.*

During the year, I have, for the third time, made an Official Visit to each County of Upper Canada, and held in each County a Convention, consisting of the Municipal Councillors, Local Superintendents, Clergy, Trustees, Teachers, and others who choose to attend, in order to consult on the workings of the School System, and the best means to render it still more efficient. I could not but be gratified and thankful at the manner in which I was everywhere received, and at the spirit of unity and cordiality and energy evinced in support of the School System and the extension of its advantages. The progress which had been made in the views and doings of the people since my previous visit in 1852-3, was very remarkable. The results of our free and various consultations in regard to remedying defects in certain details of the Common and Grammar School Laws have been submitted to the consideration of the Government and Legislature. The amended Common School Act remedies all the more serious inconveniences which have been experienced in many places in regard to School Elections, School Meetings, School Arbitrations, and accounting for School Moneys.

A very general feeling was expressed in favour of a Free School Law throughout Upper Canada; but after all the information I received, and the best consideration I could give to the subject, I thought that, with the provisions of the new short Act, defining the qualifications of School Electors, and providing better for conducting the proceedings of School Meetings, the mode of supporting the Schools had better still be left to the decision of the Rate-payers in each Municipality, as the Law has, from the beginning, provided.

The general desire to have some more effective legal provisions to secure the advantages of the Schools to Vagrant Children,* especially in Cities and Towns,—was embodby me in certain proposed clauses of a Bill which has not yet received the sanction of Law. I trust this subject will receive attention at the ensuing Session of the Legislature, when the provisions requisite for the efficiency of the Grammar School Law shall also be taken in to consideration.

Nothing appeared to give more satisfaction to the various County Meetings than the fact that all our Text-books for the Common Schools, and the greater part of our School Maps and Apparatus are produced in the Country, instead of being imported from abroad.

Nor do I think we could have adopted a better system for Libraries than that which was introduced in 1855 by the sanction of the Government after my previous visit to the several Counties of Upper Canada, and public consultations in each County on the subject. In a large Volume recently published by Mr. William J. Rees, first Clerk in the Smithsonian Institution at Washington, and entitled, Manual of American Libraries, the Author sums up the whole in the following words:—

> The aggregate number of Volumes in the Common School in the United States, is about two millions, and in Canada nearly a quarter of a million. The system introduced under the energetic and judicious measures proposed by Doctor Ryerson, in Upper Canada deserves special mention. It appears to be the opinion of some, who have given special attention to this subject, that the System of School Libraries in Canada is in advance of any in the United States.

3. *Conclusion.*

In my Report for 1857, I compared the working and results of our School System with those of the School Systems of Great Britain and Ireland. The short comparison instituted in this Report between the results of our School System and those of the State of New York is, I think, not less honourable to our Country, and fully justifies the support which it has received from successive Governments and Parliaments,—sustained as it is by the voluntary co-operation of the people in their several Municipalities, teaching the principles and practice of self-reliance and self-government, developing the spirit of true liberty, in harmony with the maintenance and execution of just law, and promoting sound knowledge, in connection with the Christian civilization throughout the land.

TORONTO, July, 1860.

EGERTON RYERSON.

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* In regard to this subject see the First Chapter of this Volume.

CHAPTER III.

EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF CANADA, 1860.

1. Educational Proceedings of the House of Assembly, 1860.

On the 28th of February, 1860, His Excellency Sir Edmund Walker Head, Governor General, opened the Third Session of the Legislature of Canada with a Speech from the Throne, in which he made no reference to Educational Matters.

March 2nd, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Chairman and Board of Trustees of the University of Queen's College, Kingston, praying for aid.

Of the Reverend George N. F. T. Dickson, Chairman, on behalf of the Members of Drummondville (Wesleyan Methodist) Circuit; of the Reverend J. Herbert Starr, Chairman on behalf of the Members of the Bath Circuit; of the Reverend W. Burns, Chairman on behalf of the Wilton Circuit; and of the Reverend William English, Chairman, on behalf of the Members of the Napanee Circuit; complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

March 5th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend Noble F. English, Chairman, on behalf of the Members of the Cooksville (Wesleyan Methodist) Circuit; of the Reverend James C. Slater, Chairman, on behalf of the Members of the Bowmanville Circuit; of the Reverend Francis Coleman, Chairman, on behalf of the Members of the Newcastle Circuit; of the Reverend Francis Coleman, Chairman, on behalf of the Representative of the several Wesleyan Circuits, in the Whitby District; of the Reverend John Kiernan, Chairman, on behalf of the Members of the Huntington Circuit; and of the Reverend George Beynon, Chairman, on behalf of the Members of the Newboro' Circuit, complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

March 7th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend J. S. Youmans, Chairman, on behalf of the Members of the Centreville and Tamsworth (Wesleyan Methodist) Circuit; of the Reverend Matthew Swann, Chairman, on behalf of the Members of the Elora Circuit; of the Reverend Richard Wilson, Chairman, on behalf of the Members of the Shannonville Wesleyan Methodist Circuit; of the Reverend John Law, Chairman, on behalf of the Prince Albert Mission; and of the Reverend Charles Silvester, Chairman, on behalf of the Members of the Bradford Circuit; complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

A Memorial was also read of the Reverend Joseph Stinson, D.D., President, and of the Reverend Ephraim B. Harper, Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada, praying that an enquiry be made as to the manner in which the University Act of 1853 has been administered, and the Funds of the University, and of the University College, have been expended; and also, for the passing of an Act, placing all the Colleges of Upper Canada upon the same footing in regard to the said University of Toronto.*

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*A copy of this Memorial will be found on pages 225-228 of the Fourteenth Volume of this Documentary History.

On motion of Mr. James C. Aikins, seconded by Mr. John White, it was,—

Resolved, That an humble Address be presented to His Excellency the Governor General, praying His Excellency to cause to be laid before this House, a Return from the University of Toronto, University College, Upper Canada College, Victoria, Regiopolis, Queen's, St. Michael's, and Bytown Colleges, and the Belleville Seminary, showing their Annual Expenditure, their sources of Income, the number of Professors, or Teachers, the Course of Study pursued, the number of Graduates matriculated, as well as the number of Under-graduates, distinguishing the day Students from the resident ones; noting their Residence, Religion and Ages, as also their standing in those Colleges, respectively; showing the number of Theological and Medical Students in connection with each College, respectively, as also the number of Scholarships, and the value of each to be competed for, if any.

Ordered, That the said Address be presented to His Excellency the Governor General, by such Members of this House as are of the Honourable the Executive Council of this Province.

On motion of Mr. John White, seconded by Mr. James C. Aikins,

Resolved, That an humble Address be presented to His Excellency the Governor General, praying His Excellency to cause to be laid before this House, a Return showing the quantity of Land sold by the University of Toronto since the 31st of December, 1855; the amount received from such sales, and the amount paid on account of former sales, the amount of interest derived from such sales, the amount of rents from such period, up to the 31st day of December last; the amount of the Principal of the Income Fund of the said University and University College; the amount of the Income derived therefrom annually, showing what part of the said Income was obtained from Fees for Tuition, Examination, Degrees, Certificates of Honour, or otherwise, from Scholars during the past four years; the cost of the University Buildings, and also the cost of fitting up the Grounds connected therewith, up to the present time; the number of Professors, or Teachers, in the said University of Toronto and University College, with their present Salaries and Perquisites respectively, and any allowance, if any, for past time; the number of Scholars taught by each Professor, or Teacher, in the said University College during the past year, the total and average number in attendance at said Institutions during such time; the Annual Expense of managing the Endowment and General Income Fund of such Institutions respectively, during the past year, including the Salaries of the Professors and Officers; the amount of the Surplus of the University Income Fund now remaining on hand at the disposal of Parliament for Academical Education in Upper Canada; the amount of the Funds invested on account of the University of Toronto by way of a loan, or otherwise; the nature of the security taken and the time given, together with the rate of interest obtained.

Ordered, That the said Address be presented to His Excellency the Governor General, by such Members of this House as are of the Honourable the Executive Council of this Province.

March 8th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend Richard Clarke, Chairman, on behalf of the Members of the Maitland (Wesleyan Methodist) Circuit; and of the Reverend William Price, Chairman on behalf of the Members of the Prescott Circuit, complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

March 9th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend George Beynon, Chairman, on behalf of the Representatives of the several Wesleyan Methodist Circuits in the Perth District; of the Reverend John Webster, Chairman, on behalf of the Rawdon Circuit; of the Reverend I. B. Howard, Chairman, on behalf of the Representatives of the several Wesleyan Circuits in Montreal, and adjoining Counties; of the Reverend John Salmon, Chairman, on behalf of the Alnwick Circuit; and of the Reverend George McRitchie, Chairman, on behalf of the Members of the Perth Circuit; complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

March 12th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Corporation of the College of Bytown; praying for aid. Of the Reverend Edmund E. Sweet, Chairman, on behalf of the Members of L'Original Wesleyan Methodist Circuit; of the Reverend John Scriver, Chairman, on behalf of the Members of the Hemmingford Circuit; complaining of the preceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

On motion of Mr. John White and seconded by Mr. James C. Aikins, it was,

Resolved. That an humble Address be presented to His Excellency the Governor General, praying His Excellency to cause to be laid before this House, a Return showing the quantity of Land sold by the Upper Canada College and Royal Grammar School, since the 31st of December, 1855; the amount received on account of such and former sales: the amount of interest received thereon; the amount received from Rents during the said period; the amount of the Principal of the Income Fund of the said Upper Canada College; the Income derived therefrom annually, showing what part of said Income was obtained from Fees for Tuition and otherwise from Students in attendance; the number of Teachers employed in the said College, with their Salaries and Allowances, and the number of Scholars taught during the past year; the total and average number in attendance at said College during such time; the Annual Expense of managing the Endowment and General Income Fund of such Institution; the amount of the surplus of the said Upper Canada College Income Fund now on hand; the amount invested of the said Upper Canada College by way of loan; the nature of the security taken, and the time given, together with rate of interest obtained thereon.

Ordered, That the said Address be presented to His Excellency the Governor General by such Members of this House, as are of the Honourable Executive Council of this Province.

March 14th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend Robert Graham, Chairman, on behalf of the Members of the Brock Wesleyan Methodist Circuit; of the Reverend Thomas Hadwen, Chairman, on behalf of the Members of the Bayfield Circuit; of the Reverend Samuel Tucker, Chairman, on behalf of the Members of the Sandwich Circuit; and of the Reverend Alexander Sutherland, Chairman, on behalf of the Members of the Niagara Circuit; complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University. Of the Municipal Council of the County of Norfolk; praying that no alteration may be made in the Common School Law of Upper Canada.

March 15th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend Henry Jackson, on behalf of the Members of the Grafton Wesleyan Methodist Circuit; of the Reverend Joseph L. Sanders, Chairman, on behalf of the Members of the Lloydtown Circuit; of the Reverend William Sanderson, Chairman, on behalf of the Members of the Flinton and Addington Road Mission; of the Reverend Edward Barrass, Chairman, on behalf of the Members of the Frankfort and Trenton Circuit; of the Reverend William Short, Chairman, on behalf of the Members of the Gananoque Circuit; of the Reverend Erastus Hurlburt, Chairman, on behalf of the Members of the Innisfil Circuit; of the Reverend Thomas Lawson, Chairman, on behalf of the Members of the Albion Circuit; of the Reverend W. R. Dyer, Chairman, on behalf of the Members of the Arran Mission; of the Reverend John Hutchinson, Chairman, on behalf of the Members of the Durham Circuit; of the Reverend S. E. Phillips, Chairman, on behalf of the Members of the East Bolton Circuit; of the Reverend D. McDonald, Chairman, on behalf of the Members of the Brewers' Mills Circuit; of the Reverend J. W. Constable, Chairman, on behalf of the Members of the Eaton Circuit; of the Reverend John Douse, Chairman on behalf of the Members of the Wellington and other Circuits; and of the Reverend Thomas S. Howard, Chairman, on behalf of the Members of the Gosfield and Amherstburg Circuit;—complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

March 16th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend N. R. Willoughby, Chairman, on behalf of the Members of the Baltimore Circuit; the Reverend William H. Poole, Chairman, on behalf of the Members of the Cobourg Circuit; of the Reverend John Carroll, Chairman, on behalf of the Members of the Long Island Locks Mission; of the Reverend Robert Brown, Chairman, on behalf of the Members of the St. Andrew's Circuit; of the Reverend Benjamin Cole, Chairman, on behalf of the Members of the Ireland Circuit; of the Reverend E. Sallows, Chairman, on behalf of the Members of the Teeswater and Belmore Mission; of the Reverend William Coleman, on behalf of the Members of the Hungerford Circuit; of the Reverend James Elliott, Chairman, on behalf of the Members of the Quebec, Richmond, and other Circuits; of the Reverend W. C. Henderson, Chairman, on behalf of the Members of the Plainville Circuit, of the Reverend William Pollard, Chairman, on behalf of the Members of the Kingston Circuit, of the Reverend W. Pollard, Chairman, on behalf of the Members of the Lennox and Addington, and Frontenac Circuits; of the Reverend M. McDonald, Chairman, on behalf of the Representatives of the several Wesleyan Methodist Circuits of Stanstead and other Counties; of the Reverend John Tomkins, Chairman, on behalf of the Representatives of the several Wesleyan Methodist Circuits of Missisquoi and other Counties; of the Reverend W. H. Barewell, Chairman, on behalf of the Members of the Stanstead Circuit; of the Reverend George T. Richardson, Chairman, on behalf of the Members of the Nottawasaga Circuit; and of the Reverend Kennedy Creighton, Chairman, on behalf of the Members of Collingwood Harbour Circuit complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

Ordered, That Mr. R. W. Scott have leave to bring in a Bill to amend an Act, intituled; "An Act respecting Separate Schools in Upper Canada," so far as the same relates to Roman Catholics. He accordingly presented the said Bill to the House, and the same was received and read for the First time; and ordered to be read a Second time, on Monday next.

The following is a copy of this Bill. It only reached a Second reading.

Bill. An Act to amend "An Act respecting Separate Schools" in Upper Canada, in so far as the same relates to Roman Catholic Separate Schools

Preamble.

Her Majesty, etcetera, enacts as follows:

Sect. 18 of c. 65, of Con. Stat., U. C., repealed.

I. Section numbered Eighteen of Chapter Sixty-five of the Consolidated Statutes of Upper Canada is hereby repealed, and in lieu thereof the following shall be substituted:

New section.

"Any number of persons, not less than five, being heads of families, and freeholders, or householders, resident within any School Section of any Township, Village, or Town, or within any Ward of any City, or Town, and being Roman Catholics, may convene a Public Meeting of persons desiring

Five heads of families to call meeting.

to establish a Separate School for Roman Catholics, in such School Section, or Ward, for the election of Trustees for the management of the same."

Sec. 20 repealed.

II. Section number Twenty of the said Act is hereby repealed, and, in lieu thereof, the following shall be substituted:

New section.

Written notice to certain officer.

Contents.

"Notice of the holding of such Meeting, and of such election of Trustees, shall be given by one of the Trustees so elected, to the Reeve, or Head of the Municipality, or to the Chairman of the Board of Common School Trustees, in the Township, Village, Town, or City, in which such School is about to be established, designating by their names, professions, and residences, the persons elected in the manner aforesaid, as Trustees for the management thereof.

Sec. 23 repealed.

III. Section number Twenty-three of the said Act is hereby repealed, and, in lieu thereof, the following shall be substituted:

New section.

Union of wards and sections, how formed.

Notice of Unions.

"Where such notice has been given of the election of Trustees in more than one Ward of any City, or Town, or in more that one School Section in any Municipality adjoining, or contiguous to, each other, the Trustees thereof may, if they think fit, form a union for the establishment of Separate Schools in such Wards of said Cities, or Towns, or in such Sections of the Municipality as they think fit: and from the day in which the notice announcing such union shall be published in any public Newspaper, issued in such City, Town, Village, or Municipality, or in the City, Town, Village, or Municipality nearest thereto, the Trustees of the several Wards in such City, or Town, and the Trustees of such Sections in any Municipality, shall form a body corporate, under the title of "The Board of Trustees of the Roman Catholic United Separate Schools, for the City, (or Town), of , in the County ;" or "the Board of Trustees of the Roman Catholic United Separate Schools, for the united Sections, numbers, (as the case may be,) in the Township of , in the County of ."

Sect. 29 repealed.

IV. Section numbered Twenty-nine of the said Act is hereby repealed, and, in lieu thereof, the following shall be substituted:

New section.

Exemption from Common School Rates.

"Every person paying Rates, whether as proprietor, or tenant, who, on, or before, the first day of February in any year, gives, or who on, or before, the first day of February of the present year, has given, to the Clerk of the Municipality, notice that he is a Roman Catholic, and a supporter of a Separate School situated in the said Municipality, or in a Municipality contiguous thereto, shall be exempted from the payment of all Rates imposed for the support of Common Schools, and of Common School Libraries, or for the purchase of land, or erection of Buildings for Common School purposes, within the Municipality, for the now current year, and every subsequent year thereafter, while he continues a Supporter of a Separate School. —And such notice shall not be required to be renewed annually; and it shall be the duty of the Trustees of every Separate School to transmit to the Clerk of the Municipality, on or before the first day of June in each year, a correct list of the names of all persons supporting the Separate Schools under their management."

Sect. 34 repealed.

V. Section Number Thirty-four of the said Act is hereby repealed, and the following shall be substituted in lieu thereof:

New section.

"The Trustees of each such Separate School, shall, on or before the thirtieth day of June, and thirty-first day of December of each year, trans-

Half-yearly returns to Superintendent.

Share of grant.

Penalty for false returns.

mit to the Chief Superintendent of Education for Upper Canada, a correct Return of the names of the children attending such School, together with the average attendance during the six next preceding months, or during the number of months which have elapsed since the establishment thereof, and the number of months it has been so kept open, and the Chief Superintendent shall, thereupon, determine the proportion which the Trustees of such Separate School are entitled to receive out of such Legislative Grant, and shall pay over the amount thereof to such Trustees; Provided always, that should the said Return be proved, to the satisfaction of the Chief Superintendent to be false, in any important matter therein contained,—then such Separate School shall forfeit its proportion of such Legislative Grant for the then current year."

March 19th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend James Norris, Chairman, on behalf of the Members of the Brampton Wesleyan Methodist Circuit; of the Reverend John Bredin, Chairman, on behalf of the Members of the Woodstock Circuit; of the Reverend Michael Fawcett, Chairman, on behalf of the Members of the Grimsby Circuit; of the Reverend Issac Crane, Chairman, on behalf of the Members of the Elma Circuit; of the Reverend R. L. Tucker, Chairman, on behalf of the Members of the Georgetown Circuit; of the Reverend George Goodson, Chairman, on behalf of the Members of the Milton Circuit; of the Reverend James Elliott, Chairman, on behalf of the Members of the Quebec Wesleyan Methodist Circuit; of the Reverend William McCullough, Chairman, on behalf of the Members of the St. Catharines Circuit; of the Reverend John Shaw, Chairman, on behalf of the Members of the Smithville Circuit; of the Reverend William Willoughby, Chairman, on behalf of the Members of the Yonge Street, North, Circuit; of the Reverend Henry Wilkinson, Chairman, on behalf of the Members of the Yonge Street, South, Circuit; and of the Reverend Thomas Campbell, on behalf of the Members of the Markham Circuit; complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to said University.

Resolved, That the Memorial-Petition of the Reverend Joseph Stinson, D.D., President, and the Reverend Ephraim B. Harper, Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada be referred to a Select Committee, composed of the Honourable Malcolm Cameron, the Honourable Attorney General Macdonald, the Honourable George Brown, the Honourable William Cayley, the Honourable Michael H. Foley and Messieurs Adam Wilson, David Roblin, John Simpson and Henry W. McCann, to examine the contents thereof, and report thereon from time to time, with power to send for Persons, Papers and Records.

March 21st, 1860. A Petition was read of the Reverend J. V. Wilson, Chairman, on behalf of the Members of the Grenville Circuit, complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

March 22nd, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend Joseph W. McCallum, Chairman, on behalf of the Members of the Barrie Wesleyan Methodist Circuit; of the Reverend Henry Lanton, Chairman, on behalf of the Members of the Peterborough Circuit; of the Reverend Peter German, Chairman, on behalf of the Members of the Moulinette Mission; of the Reverend J. B. Armstrong, Chairman, on behalf of the Morrisburg Circuit; of the Reverend James E. Dyer, Chairman, on behalf of the Members of the Erin and Rockwood Circuits; of the Reverend John N. Lake, Chairman, on behalf of the Members of the Nanticoke Circuit; of the Reverend W. M. C. Luke, Chairman, on behalf of the Members of the Wallace Circuit; of the Reverend G. H. Davis, Chairman, on behalf of the Members of the St. John's Circuit; of the Reverend John Hunt, Chairman, on behalf of the Members of the Whitby Circuit; of the Reverend George Carr, Chairman, on behalf of the Members of the Madoc Mission; of the Reverend G. J. Dingman, Chairman, on behalf of the Members of the Elgin Circuit; and of the Reverend Henry Wilkinson, Chairman, on behalf of the Members of the Toronto District Convention of Wesleyan Methodist Ministers and Lay Delegates; complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all Colleges in Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

March 23rd, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend William McFadden, Chairman, on behalf of the Wesleyan Circuits of Simcoe and York, and of the Reverend Thomas Cosford, Chairman, on behalf of the several Wesleyan Methodist Circuits of Huron and Bruce; complaining of the proceeding of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all Colleges of Upper Canada, whether Denominational, or Non denominational, be placed upon the same footing in regard to the said University.

Ordered, That the Petition of the Reverend G. H. Davis, Chairman, on behalf of the Members of the St. John's Wesleyan Methodist Circuit, be referred to the Select Committee on the Memorial of the Reverend Joseph Stinson, D.D., President, and the Reverend Ephraim B. Harper, Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada.

March 26th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. S. Maguire, Secretary, on behalf of the Members of the Lindsay Wesleyan Methodist Circuit; of the Reverend Richard M. Hammond, Chairman, on behalf of the Members of the Merrickville Circuit; of the Reverend Samuel Rose, Chairman, on behalf of the Members of the Thorold Circuit; of the Reverend Samuel Rose, Chairman, on behalf of the several Wesleyan Methodist Circuits of Lincoln and Welland; of the Reverend William Hansford, Chairman, on behalf of the Members of the Sherbrooke Circuits; of the Reverend Richard Mark, Chairman, on behalf of the Members of the Dudswell Circuit; of the Reverend John Bate, Chairman, on behalf of the Members of the Melbourne Circuit; and of the Reverend Wellington Jeffers, Chairman, on behalf of the Members of Keene Circuit; complaining of the proceedings of the Senate af the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing as regards the said University; Of the Council of University College, Toronto; representing that the Statements, in relation to the Toronto University and University College, contained in the Memorial-Petition of the Reverend Joseph Stinson, D.D., President, and the Reverend Ephraim B. Harper Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada, presented to Parliament during the present Session, are erroneous and unfounded; and praying that the said College may be preserved intact on the foundation on which it has been established. The following is a copy of this Petition:

To THE HONOURABLE THE LEGISLATIVE ASSEMBLY OF THE PROVINCE OF CANADA.

The Petition of the Chancellor, Vice-Chancellor and Senate of the University of Toronto, Humbly Sheweth:

1. That a Petition of Joseph Stinson, D.D., and Ephraim B. Harper, on behalf of the Conference of the Wesleyan Methodist Church in Canada, has been presented to Your Honourable House, praying, amongst other things, that you will cause an investigation to be instituted into the manner in which the University Act [of 1853] has been administered, and the Funds of the Endowment have been expended.

2. While your Petitioners, cordially concur in that portion of the prayer of the aforesaid Petition, they feel called upon to submit to Your Honourable House some observations upon the allegations therein set forth.

3. It is alleged that "the Senate of the University of Toronto, instead of giving effect to the liberal intentions of the Legislature, determined to identify the Institution with one College, in contradistinction, and to the exclusion, of all others," Your Petitioners can show that no Statute has been passed, nor has any other action been taken by the Senate which places University College upon any different footing from the other Colleges affiliated to the University; the only difference being that University College at once adopted the Curriculum of Study which the University, and which the Senate was empowered to prescribe: whereas the other Colleges, as far as the Senate has been notified, have not adopted it, but have continued to act upon the University powers conferred upon them by their several Charters; and to grant Degrees to their Students upon their own Examinations.

4. It is further alleged, that the Curriculum of the University Studies, instead of being elevated and conformed to that of the London University, has been revised and changed three times since 1853, and reduced by Options and otherwise, below what it formerly was, and below what it is in the British Universities, and below what it is in the best Colleges in the United States; and, it is added, that the effect has been "to reduce the standard of a University Degree, both in Arts and Medicine, below what it was before the passing of the University Act of 1853."

5. The Course of Study, as originally determined in 1854, was revised in some of its details in 1857, the main features remaining unaltered: but there has been no other alteration in the subjects of Examination, although there has been some charges in the Text Books recommended,—a species of revision which will always be necessary, as new and improved Works appear upon the subjects of the Course.

6. Neither has the standard of a University Degree been lowered below what it formerly was; but, on the contrary, especially for Honours, it has been raised, by the addition of the Departments of Natural Sciences and Modern Languages; and it is, in reality, in advance of what is required by the University of London, which is pointed out by the University Act [of 1853] as our model. It is true that the Matriculation Examination has been reduced, although even now, it is not below that prescribed by the London University, nor below the only corresponding Examination at Cambridge, But, at the same time, the University Course has been increased from three to four years; so that the first year's work has been added, and the true comparison should have been between the former Matriculation Examination, and the present Examination at the end of the first year.

7. In making this reduction, corresponding to the extended length of the Course, the Senate had especially in view the state of the Grammar Schools, and the indispensible necessity of adapting the Course of Study of the University to the facilities provided by the other Branches of the System of Public Education already established. If a Matriculation Examination were presented, for which the Schools of the Country are incapable of properly preparing the Students, the effect would be either to exclude the great bulk of the Youth from the possibility of entering the University, or the Examinations must have been merely nominal. The Senate judged it wiser to prescribe such an Examination as might be strictly acted on, without closing the doors of the Colleges upon those who sought admission to be taught what they could no where else acquire; while, by adding a year to the Course, they insured that the final stamp of a Degree should retain its full value. It is gratifying to perceive that an improvement is already showing itself in the Grammar Schools, and the only alterations made since 1857, which is not merely the change of a Text Book, has been an addition to the Matriculation Examination. Further advances, in the same direction, may, no doubt, be made hereafter,—the true doctrine, in the opinion of the Senate, being that a Matriculation Examination should always be kept a little above the capacity of the majority of the Schools, but not so far above it as to act as an exclusion from the University.

8. The System of Options adopted by the Senate is objected to by the Petitioners, as lowering the General Standard; but it was already in operation in many of the best Universities; and, since the Statutes of the University were passed, the same principle has been extended in the University of London far beyond what is permitted in the University of Toronto. The subjects which are now considered essential to a liberal education are so extensive that, if all were equally insisted on, few Students would have the capacity to obtain more than a superficial knowledge of any. A respectable acquaintance with all of them should be possessed by every one who has passed through a University; and this is provided for by making them all compulsory in some part of the Course. But, if any Student had exhibited a decided taste and capacity for any special study, as evinced by continuing to take First Class Honours in it, he is permitted by their Statutes, in the later years, to confine himself more and more to the particular subjects in which he has distinguished himself. The Senate believe,—and in this belief they are supported by the present practice of all of the best Universities,—that this is the most efficient system for insuring competent knowledge of all Departments, whilst giving scope to the peculiar talents of each Student and to the special requirements of his education, as a preparation for his future Profession.

9. In carrying out the special functions of the University, the temporary accommodation provided for the Library, Museum and other indispensible requirements,—but, above all, for the examinations in the different Faculties and Departments, was so inadequate, as materially to interfere with the proper fulfillment of its most important duties; and the fact of there having been four successive removals since the passing of the last University Act [in 1853,] undoubtedly proves the necessity of providing adequate permanent accommodation, before the University could hope properly to fulfil the objects for which it was established. The Senate was accordingly entrusted by the Executive [Government] with the erection of suitable Buildings for its own accommodation and that of University College. They have now completed a Building not unsuitable, in their belief, to the National University and College of this rising Province. They have also made considerable additions to the Library and Museum, which they have provided shall be open to the Public at large, without any restriction, so as to make them truly Provincial Institutions. These objects necessarily involved a considerable expenditure, which was also authorized by the Executive [Government], in accordance with the provisions of the University Act [of 1853], to be charged against the Permanent Fund. Your Petitioners believe that this Expenditure has not been excessive, considering the importance of the results sought to be obtained.

10. Your Petitioners, therefore, pray that you will maintain in the Provincial University the liberal and unsectarian system, which forms the principle upon which the Preparatory Educational Institutions of this Country have been successfully established; and that you will preserve intact the Endowment now applied under existing Statutes for establishing one high and uniform Standard of Education, adapted to the condition and wants of the Province at large, instead of encouraging the uncertain systems which must certainly result from the division of the Provincial Endowment among many small and necessarily imperfectly organized Institutions.

And Your Petitioners will ever pray, etcetera.

SENATE ROOM, TORONTO, March 16th, 1860. JOHN LANGTON, Vice-Chancellor.

Ordered, That the Petition of the Chancellor, Vice-Chancellor and Senate of the University of Toronto and all other Petitions on the same subject, presented during the present Session, be referred to the Select Committee on the Memorial-Petition of the Reverend Joseph Stinson, D.D., President, and the Reverend Ephraim B. Harper, Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada.

March 27th, 1860. The Honourable J. E. Thibadeau, from the Joint Committee of both Houses on the subject of the Legislative Printing, presented to the House the Sixth Report of the said Committee, which was read as followeth:—Your Committee have carefully examined the Document referred to in the following motions for Printing videlicet:—By the Honourable P. B. De Blaquiere,—The Petition of the Chancellor, Vice Chancellor, and Senate of the University of Toronto; praying against the passing of any Measure to divide the Endowment of said University among other Institutions. The Committee recommend that this Petition be printed.

March 28th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend William Briggs, Chairman, on behalf of the Members of the Durham, (Canada East,) Wesleyan Methodist Circuit; of the Reverend Asahel Hurlburt, Chairman, on behalf of the Members of the Mount Pleasant Circuit; of the Reverend Asahel Hurlburt, Chairman, on behalf of the several Wesleyan Methodist Circuits of Brant and Oxford; of the Reverend William Philp, Chairman, on behalf of the Members of the Western Circuit; of the Reverend William Creighton, Chairman, on behalf of the Members of the Lochaber Circuit; of the Reverend T. Green, Chairman, on behalf of the Members of the Oakville Circuit; of the Reverend John Borland, and others, Members of the Toronto East Circuit; of the Reverend Thomas Derrick, Chairman, on the behalf of the Members of the Danville Circuit; and of the Reverend James Gray, Chairman, on behalf of the Members of the Waterdown Circuit; complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to said University. A Petition was also read of the Reverend Robert Cooney, Chairman, on behalf of the London District Wesleyan Methodist Convention; praying for amendments to the University Act of 1853.

March 29th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend A. Miller, Chairman, on behalf of the Members of the Demorestville Wesleyan Methodist Circuit; of the Reverend David A. Johnston, Chairman, on behalf of the Members of the Manvers and Cartwright Circuit; and of the Reverend Thomas Hanna, Chairman, on behalf of the Members of the Holland Landing Mission; complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

March 30th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend George Case, Chairman, on behalf of the Members of the Osgoode Wesleyan Methodist Circuit; of the Reverend George Case, Secretary, on behalf of the several Wesleyan Methodist Circuits of Carleton and Russell; and of the Reverend William Ames, Chairman, on behalf of the Members of the Sarnia Circuit; complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational or Non-denominational, be placed upon the same footing in regard to the said University. Of Mr. John Field, and others, of the Town of Cobourg; praying for an endowment on behalf of the University of Victoria College.

Ordered, That Mr. Thomas Ferguson have leave to bring in a Bill to repeal the several Acts, and parts of Acts, authorising the establishment and maintenance of Separate and Sectarian Schools in Upper Canada.*

The Honourable the Speaker laid before the House the Report of the Council of University College, Toronto, for the year 1859.

April 2nd, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. Henry Lanton and others, of the Town of Peterboro', and vicinity; praying for an endowment on behalf of the University of Victoria College; Of the Reverend James Thornloe, Chairman, on behalf of the Members of the Granby Wesleyan Methodist Circuit; and of the Reverend Richard Pinch, Chairman, on behalf of the Members of the Mono Circuit; complaining of the proceedings of the Senate of the University of Toronto, and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University; of the Synod of the United Church of England and Ireland, of the Diocese of Toronto; praying for amendments to the Common School Act of Upper Canada.

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*This Bill is the same as that introduced into the House of Assembly by Mr. Thomas Ferguson during the preceding Session of the Legislature. It was not read a Second time. See page 38 of this Chapter.

Ordered, That the Petition of the Reverend Thomas Derrick, Chairman, on behalf of the Members of the Danville Wesleyan Methodist Circuit, be referred to the Select Committee on the Memorial-Petition of the Reverend Joseph Stinson, D.D., President, and the Reverend Ephraim B. Harper, Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada.

April 3rd, 1860. Mr. George Benjamin, of the Joint Committee of both Houses on the subject of the Printing of the Legislature, presented to the House the Eighth Report of the said Committee, which was read as followeth:—By the Honourable P. B. De Blaquiere,—Petition from the Council of University College, Toronto, praying against any division of the Endowment of the said Institution,—Committee recommend that this Petition be printed. By the Honourable Malcolm Cameron,—Memorial-Petition of the Reverend Joseph Stinson, D.D., President, and Reverend E. B. Harper, Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada, praying for an inquiry as to the manner in which the University Act of 1853 has been administered.—The Committee also recommend that this Petition be printed.

Ordered, That the Petition of the Chancellor, Vice Chancellor and Senate of the University College, Toronto; and the Memorial-Petition of the Reverend Joseph Stinson, D.D., President, and the Reverend Ephraim B. Harper, Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada, be severally printed for the use of the Members of this House.

April 10th, 1860. Mr. Speaker laid before the House, the Report of the Senate of the University of Toronto, for the year 1859.

Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend William Tomblin, Chairman, on behalf of the Richmond Wesleyan Methodist Circuit; of the Reverend V. B. Howard, Chairman, on behalf of the Members of the Percy Circuit; of the Reverend James Brock, Chairman on behalf of the several Wesleyan Methodist Circuits of Leeds and other Counties; and of the Reverend Henry McDonell, Chairman, on behalf of the Members of the Norwood Mission; complaining of the proceedings of the Senate of the University of Toronto; and praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the said University.

April 12th, 1860. Mr. Speaker laid before the House, the University of Toronto Bursar's Statement of Cash Transactions and of Lands sold for the year ending on the 31st of December, 1859,—and also the Upper Canada College Bursar's Statement of Cash Transactions and Lands sold for the year ending on the 31st of December, 1859.

Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend William McGill, Chairman, on behalf of the Members of the Pakenham Wesleyan Methodist Circuit; praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the University of Toronto.

April 13th, 1860. Ordered, That the University of Toronto Bursar's Statements of Cash Transactions and Lands sold, for the year ended on the 31st of December, 1859, be referred to the Select Committee on the Memorial-Petition of the Reverend Joseph Stinson, D.D., President, and the Reverend Ephraim B. Harper, Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada.

April 16th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend D. C. McDowell, Chairman, on behalf of the Members of the

Kemptville Wesleyan Methodist Circuit; praying, on behalf of the Wesleyan Methodist Church, that all the College of Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing in regard to the University of Toronto. Of the University of Queen's College; praying that an enquiry may be made as to the manner in which the University Act of 1853 has been administered, and the funds of the University of Toronto and of the University College have been expended; and also, for the passing of an Act placing all the Colleges of Upper Canada upon the same footing in regard to the said University of Toronto.

The following is a copy of this Petition:—

TO THE HONOURABLE, THE LEGISLATIVE ASSEMBLY OF CANADA, IN PROVINCIAL PARLIAMENT ASSEMBLED.

The Petition of the Executive Committee of the Board of Trustees of the University of Queen's College, humbly sheweth:

1. That the Preamble of the Act of 1853, establishing the University of Toronto, and University College, fully admits the desirableness of different University Colleges in different localities in a growing and widely extended Country like Upper Canada, and the Fifty fourth Section of the same Act further recognizes the right of these Academical Institutions to a portion of the Public Endowment set apart for the University Education.

2. That there is no instance of any one College in Great Britain, or Ireland, being, as is practically the case with the University College of Toronto, endowed to a vast amount with Public Funds, at the disposal of Parliament for University purposes, to the exclusion of all others, and such a system would be as injurious and unjust, as it would be unprecedented.

3. That Your Petitioners, therefore, never imagined that the Government intended to endow one College only for the whole of Upper Canada*; but, on the contrary, were led from the tenor of the Act itself above referred to, to form the expectation that, after providing for the necessary expenses of the University, and for the maintenance of University College, Toronto, a considerable portion of the Endowment Fund for University purposes in Upper Canada would fall to be divided among the other University Colleges of the Country, either with, or without, the condition of affiliation.

4. That the expectation thus formed by Your Petitioners has not been realized, and they have reason to believe that the extravagant Expenditure of the University Funds renders it unlikely to be so, so long as things remain as they are at present.

5. That Your Petitioners, therefore, are compelled to have recourse to Your Honourable House, in order that a thorough investigation of the whole matter may take place, and that Your Honourable House may review the Act of 1853, of which the pratical working has been, while it contemplates one University altogether distinct from any one Collegiate Institution, the University has been merged into the University College of Toronto, and while the Act contemplates several Colleges, the Senate fosters one College alone.

6. That Your Petitioners are prepared to consider, in a candid and liberal spirit, any plan of settlement,—either with, or without, affiliation of the different Colleges to one University for Upper Canada, which shall tend, at the same time, to maintain a wholesome rivalry between them, and more widely to diffuse the benefits of Academic Instruction throughout the Province.

7. That, for the cause of a higher education, for its more general diffusion, as well as in justice to other Institutions, which are as yet, comparatively unaided, but have each done as much for the advancement of learning as the enormously endowed University College of Toronto, or more. Your Petitioners apply to Your Honourable

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*The Legislature of Upper Canada in 1797 petitioned the King to endow "a College, or University," but the Grant was made in much more comprehensive terms. See page 19 of the First Volume of this Documentary History.

House, assured that, unless an Act of the Provincial Parliament is to be nullified and set at nought with impunity, Your Honourable House will take immediate and effectual measures for remedying the evils for which Your Petitioners have just reason to complain, and for finally settling this important question in a wise and equitable manner. And your Petitioners will ever pray.

Signed at Kingston, in name and by appointment of the Executive Committee of the Board of Trustees of the University of Queen's College.

Kingston, 9th of April, 1860. JOHN HAMILTON, Chairman.

A Petition was also read on the same day of Mr. Donald Campbell and others, of Cramahe; praying for the passing of an Act to restore the Common School Sections, Numbers Five and Six, in the Township of Cramahe, to their former extent and integrity.

The following Petitions were also read:—Of the Reverend William Pollard and others, of the City of Kingston, praying for an endowment on behalf of the University of Victoria College.

The Honourable Charles Alleyn, one of Her Majesty's Executive Council, presented, pursuant to Addresses to His Excellency the Governor General, Return to an Address from the Legislative Assembly, dated the 12th ultimo, for a Return showing the quantity of Land sold by the Upper Canada College and Royal Grammar School, since the 31st of December, 1855; the amount received on account of such, and former, sales; the amount of interest allowed thereon; the amount received for Rents during the same period; the amount of the Principal of the Income Fund of the said Upper Canada College; the Income derived therefrom annually, showing what part of said Income was obtained from Fees for Tuition, and otherwise; from Students in attendance; the number of Teachers employed in the said College, with their Salaries and Allowances, and the number of Scholars taught during the past year; the total and average number in attendance at said College during such time; the Annual expense of managing the Endowment and General Income Fund of such Institution, the amount of the Surplus of the said Upper Canada College Income Fund now on hand; the amount invested of the said Upper Canada College Fund, by way of loan; the nature of the security taken, and the time given, together with the rate of interest allowed.

April 17th, 1860. Ordered, That the Honourable Mr. Attorney General Macdonald have leave to bring in a Bill for the further promotion of Public Instruction in Upper Canada. He accordingly presented the Bill to the House, and the same was received and read for the First time.

The Honourable Attorney General Macdonald moved, seconded by the Honourable Mr. Attorney General Cartier, and the question being put, That this Bill be read a Second time, to-morrow. The House divided: and it was resolved in the Affirmative.

April 18th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of Knox's College, praying that all attempts made to impair the efficiency of the University College, Toronto, may be resisted; Of Mr. J. P. Powers and others, Trustees of the Colborne Union Grammar School; praying for the passing of an Act to restore the Common School Sections, Numbers Five and Six in the Township of Cramahe, to their former extent and integrity.

April 20th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend W. Hawke, Chairman, on behalf of the Members of the Wardsville Wesleyan Methodist Circuit; and of the Reverend Joseph Forsyth, Chairman, on behalf of the Members of the Compton Circuit; praying, on behalf of the Wesleyan Methodist Church, that all Colleges in Upper Canada, whether Denominational, or Non-denominational, be placed upon the same footing, in regard to the University of Toronto.

Of Mr. John K. Johnston, of the City of Toronto, praying that no grant of money may be made to any Educational Institution controlled by a necessarily Denominational majority.

Mr. George Benjamin reported, from the Committee of Supply, certain Resolutions, which read as followeth:—

Resolved, That a sum not exceeding One hundred and sixty thousand dollars ($160,000,) be granted to Her Majesty, as an additional sum for Common Schools in Upper and Lower Canada, (Six thousand dollars ($6,000), of which, out of the Lower Canada share, to be applied to Normal Schools,) for the year 1860.

Resolved, That a sum not exceeding Twenty thousand dollars, ($20,000), be granted to Her Majesty, as an aid towards a Superior Education Income Fund, Upper Canada; to be distributed as follows:—Aid to Victoria College, Cobourg, Five thousand dollars, ($5,000), aid to Queen's College, Kingston, Five thousand dollars, ($5,000), aid to Regiopolis College, Kingston, Three thousand dollars, ($3,000), aid to St. Michael's College, Toronto, Two thousand dollars, ($2,000), aid to Bytown College, Ottawa, One thousand four hundred dollars, ($1,400), aid to Grammar School Fund, Upper Canada, Three thousand two hundred dollars, ($3,200), and aid to L'Assomption College, Sandwich, Four hundred dollars, ($400), for the year 1860.

Resolved, That a sum not exceeding One thousand dollars, ($1,000), be granted to Her Majesty, as an aid to the Medical Faculty of Victoria College, for the year 1860.

Resolved, That a sum not exceeding One thousand dollars, ($1,000), be granted to Her Majesty, as an aid to the School of Medicine, Kingston, for the year 1860.

Resolved, That a sum not exceeding One thousand dollars, ($1,000), be granted to Her Majesty, as an aid to the School of Medicine, Toronto, for the year 1860.

April 24th, 1860. Mr. Joseph E. Turcotte, from the Standing Committee on Standing Orders, presented to the House the Twelfth Report of the said Committee, which was read as followeth:—Your Committee have examined the Petition of Mr. Donald Campbell and others, of Cramahe, for an Act to restore Common School Sections Numbers Five and Six in that Township, to their former extent and integrity, Your Committee find that no notice has been given.

Ordered, That Mr. R. W. Scott have leave to bring in a Bill to incorporate "The Mount Hope Institute," a Seminary of Learning at London. He accordingly presented the said Bill to the House, and the same was received and read for the First time; and ordered to be read a Second time, on Thursday next.

Mr. George Benjamin again reported, from the Committee of Supply, the several Resolutions, which were read on the 20th instant.

April 25th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Thomas Caldwell and others; praying for amendments to the School Laws of Upper Canada.

Mr. George Benjamin, from the Joint Committee of both Houses on the subject of the Legislative printing, presented to the House the Eleventh Report of the said Committee, which was read as followeth: Reports of the Senate of the University of Toronto, and of the Council of the University College, Toronto, for the year 1859, together with the University and College Accounts of that year; also a Return to an Address of the Legislature in regard to Lands sold by Upper Canada College and Royal Grammar School, since the 31st of December, 1855. These Reports were ordered to be printed.

May 2nd, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. John Orchard and others; of Mr. Robert Johnston and others; of Mr. James Reid and others; of Mr. Moses Little and others; of Mr. J. McDonald and others; of Mr. Joseph Crinklan and others; of Mr. David Leslie and others; of Mr. T. Sutton and others; of Mr. James L. Doyle and others; and of Mr. James Fenson and others; praying for amendments to the Common School Laws of Upper Canada.

May 2nd, 1860.—Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend James Musgrove, Chairman, on behalf of the several Wesleyan Methodist Circuits of Lambton and others Counties, praying, on behalf of the Wesleyan Methodist Church, that all the Colleges of Upper Canada, whether Denominational, or

Non-denominational, be placed upon the same footing in regard to the University of Toronto.

A Message was received from the Legislative Council by Mr. John Taylor, one of the Masters in Chancery, to the effect that the Legislative Council have passed a Bill, intituled: "An Act to amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act," to which they desire the concurrence of this House.

May 3rd, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. W. S. Finch and others, Merchants and others, of the City of Toronto, praying for an enquiry into the complaint, that the Chief Superintendent of Education for Upper Canada, sells Books and Libraries, for the use of the Schools, Colleges, Universities, Mechanics' Institutes, etcetera, below the regular retail prices; with the view of discontinuing the same, henceforth.

Of Mr. John C. Geikie, of the City of Toronto, Bookseller, praying that the complaints of the injustice and inexpediency of the Depository of Books, etcetera, kept by the Chief Superintendent of Education for Upper Canada; and other charges of untruthfulness against the said Chief Superintendent, may be inquired into,—and, if proved, that the Reverend Doctor Ryerson may be dismissed from the said Office of Chief Superintendent.

May 4th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of the Presbytery of London, in connection with the (Free) Presbyterian Church of Canada; praying that all demands for changes in the University College, Toronto, may be rejected.

May 5th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend W. S. Scott and others of the Town of Brighton, Colborne, and vicinity, praying for an Endowment on behalf of the University of Victoria College.

May 7th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Municipality of the Township of Townsend; praying that no alteration may be made in the present School Laws of Upper Canada; Of the Board of Public Instruction, for the South Riding of the County of Wellington, praying for amendments to the Bill for the further promotion of Public Instruction in Upper Canada; Of Messieurs George Barnes and Company, and others of the City of Hamilton, Booksellers; praying for the amendments to the Bill to amend the School Laws of Upper Canada.

May 8th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. John Munro and others; of Mr. James Colvert and others; and of Mr. O. Gillett and others; praying for amendments to the Common School Laws of Upper Canada.

May 9th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of the Municipality of the Township of Puslinch, praying that the Bill for the further Promotion of Public Instruction in Upper Canada, may not become law.

The Order of the Day for the Second reading of the Bill for the further promotion of Public Instruction in Upper Canada, being read; the Honourable Mr. Attorney General Macdonald moved, seconded by the Honourable George Sherwood, and the Question being proposed, That the Bill be now read a Second time; The Honourable George Brown moved, in amendment to the Question, seconded by Mr. John R. Clark, That the word: "now" be left out, and the words: "on the first day of next Session," inserted instead thereof. And the House having continued to sit until after twelve of the clock on Thursday evening:—

May 10th, 1860. And the [preceding] Question being put on the amendment, the House divided: and the names being called for, the vote was as follows, Yeas 32; Nays 49. So it passed in the Negative. Then the Question being put; it was,—

Ordered, That the Bill be now read a Second time. The Bill was accordingly read a Second time, and committed to a Committee of the Whole House, for Friday next.

May 11th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. S. L. M. Luke and others, and of Mr. James Murphy and others; praying for amendments to the Common School Laws of Upper Canada.

May 12th, 1860. The House, according to Order, resolved itself into a Committee on the Bill to incorporate "The Mount Hope Institute," a Seminary of Learning, at London; and, after sometime spent therein, Mr. Speaker resumed the Chair; and Mr. George Benjamin reported, that the Committee had gone through the Bill, and directed him to report the same, without any amendment. Mr. R. W. Scott moved, seconded by Mr. Benjamin Dionne, and the Question being put, that the Bill be read the Third time, on Monday next; The House divided: and it was resolved in the Affirmative.

The Honourable Charles Alleyn, one of Her Majesty's Executive Council, laid before the House, by command of His Excellency the Governor General, the Annual Report of the Chief Superintendent of Education for Upper Canada, for the year 1859.

May 14th, 1860. The Honourable Charles Alleyn, one of Her Majesty's Executive Council, presented, pursuant to an Address to His Excellency the Governor General, dated the 7th March last, praying His Excellency to cause to be laid before the House, a Return, showing the quantity of Land sold by the University of Toronto since the 31st day of December, 1855; the amount received from such sales, and the amount paid in on account of former sales; the amount of interest received from such sales, the amount of Rents from such period up to the 31st day of December last; the amount of the Principal of the Income Fund of the said University and University College; the amount of the Income derived therefrom annually, showing what part of the said Income was obtained from Fees for Tuition, Examination, Degrees, Certificates of Honour, or otherwise, from Scholars during the past four years; the cost of the University Buildings, and also the cost of fitting up the Grounds connected therewith up to the present time; the number of Professors, or Teachers, in the said University of Toronto and University College, with their present Salaries and Perquisites respectively, and any allowance, if any, for the past time; the number of Scholars taught by each Professor, or Teacher, in the said University College during the past year, the total, and average, number in attendance at said Institutions during such time; the Annual expense of managing the Endowment Fund and General Income Fund of such Institutions respectively, during the past year, including the Salaries of the Professors and Officers, the amount of the Surplus of the University Income Fund now remaining on hand at the disposal of Parliament for Academical Education in Upper Canada, the amount of the Funds invested on account of the University of Toronto, by way of a loan, or otherwise; the nature of the security taken and the time given, together with the rate of interest agreed upon.

May 16th, 1860. The Order of the Day the for the House in Committee on the Bill for the Better Promotion of Public Instruction in Upper Canada, being read; The Honourable Mr. Attorney General Macdonald moved, seconded by the Honourable Mr. Attorney General Cartier, and the Question being proposed, That Mr. Speaker do now leave the Chair; The Honourable George Brown moved, in amendment, seconded by Mr. William McDougall, that all the words after "That," to the end of the Question, be left out, and the words: "This House will resolve itself into the said Committee on this day three months," inserted instead thereof; And the Question being put on the amendment, the House divided: and the names being called for, the vote was as follows, Yeas 26; Nays 49. So it passed in the Negative. Then, the main Question being put; it was,—

Ordered, That Mr. Speaker do now leave the Chair. The House accordingly resolved itself into a Committee:

In the Committee, the Preamble was postponed.

Clause 2 was amended, by expunging the Proviso.

Clause 3 was amended, by inserting after the word "tax" the words: "due by me," and after the word "section" the word: "imposed."

Clause 5 was amended, by expunging the word "Council" in lines 38 and 40, and inserting the words: "Board of Common School Trustees."

Clause 9 was amended, by expunging the words "Trustees" the word: "wilfully," and expunging the words: "twenty days," and inserting: "one month."

Clause 10 was amended, by inserting after the word: "and," in line 27, the words: "to convey the same under their Corporate Seal, and to," and expunging the words: "by any title whatsoever."

Clause 11 was amended, by expunging the words: "Shop-keeper, or Inn-keeper," and inserting after the word "Teacher," the word: "or."

Clause 12 was amended, by expunging all the words to the word: "all" and the words: "upon the Section" and the words: "shall not" and inserting the words: "may lawfully," instead of the words: "shall not."

Clause 14 was amended, by expunging all the words to the word "the" in line 11.

Clause 15 was amended, by inserting after the word: "County," in lines 25 and 30, the words: "or Circuit," and expunging all the words in the said Clause, after the word: "expedient," in the line 34.

Clause 17 was expunged.

Clause 18 was amended, by inserting after the word: "within" the words: "two weeks after notice of his Election," and expunging the words: "provided always that" on line 20, and making the remainder of the Clause a new Clause.

Clause 20 was amended, by expunging the word: "while" and inserting the word: "for" and adding the words: "before it has been quashed," to the end of the Clause.

Clause 21 was amended by inserting after the word: "same" the words: "liabilities and," and inserting the words: "and shall give such securities as may be satisfactory to the Trustees."

Clause 22 was expunged.

Clause 24 was amended by inserting after the word: "submit," the words: "a case on," and after the word: "to," in line 16, the words: "any Judge of either of the Superior Courts for his opinion and decision, or with the consent of such Judge to either of."

Clauses 25 to 44, inclusive were expunged.

Clause 45 was amended by expunging all the words from "Act," to "as" in line 36, and by substituting the word: "is" for "are." The Preamble was amended by expunging all the words from "Law" to "in," and inserting the words: "respecting Common Schools."

Mr. Speaker resumed the Chair; and Mr. John Simpson reported, That the Committee had gone through the Bill, and made several Amendments thereunto.

Ordered, That the Report be now received.

Mr. John Simpson reported the Bill accordingly, and the Amendments were read, and agreed to.

Ordered, That the Bill be read the Third time, this day.

The Honourable Charles Alleyn, one of Her Majesty's Executive Council, presented a Return to an Address from the Legislative Assembly to His Excellency the Governor General, dated the 7th of March last, praying His Excellency to cause to be laid before the House a Return from the University of Toronto, University College, Upper Canada College, Victoria, Regiopolis, Queen's, Saint Michael's and Bytown Colleges, and Belleville Seminary, showing their Annual Expenditure, their sources of Income, the number of Professors, or Teachers, the Course of Study pursued, the number of Graduates matriculated, as well as the number of Under-graduates,—distinguishing the day Students from the resident ones; noting their Residence, Religion and Ages, as also their standing in those Colleges, respectively; showing the number of Theological, or Medical, Students in connection with each College, respectively; as also the number of Scholarships, and value of each to be competed for, if any.

The Order of the Day for the Third reading of the Bill for the further promotion of Public Instruction in Upper Canada being read; the Honourable Mr. Attorney General Macdonald moved, seconded by the Honourable Mr. Attorney, General Cartier, and the Question being proposed, That the Bill be now read a Third time; The Honourable Malcolm Cameron moved, in amendment, seconded by Mr. William McDougall, That all the words after "That," to the end of the Question, be left out, and the words: "the further consideration of the Bill be postponed until the first day of next Session," inserted instead thereof;

And the Question being put on the Amendment, the House divided: and the names being called for, the Vote was as follows: Yeas 34; Nays 56. So it passed in the Negative. Then the main Question being put, it was,—

Ordered, That the Bill be now read the Third time.

The Bill was accordingly read the Third time. The Honourable Mr. Attorney General Macdonald moved, seconded by the Honourable Mr. Attorney General Cartier, and the Question being put: That the Bill do pass, and the Title be: "An Act to amend the Upper Canada Common School Act; The House divided: and the vote was as follows, Yeas 55; Nays 34. So it was resolved in the affirmative.

Ordered, That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

Mr. R. W. Scott moved in amendment [to a Motion in regard to representation according to Population] seconded by Mr. Henry W. McCann, That all the words after "That," to end of the Question, be left out, and the words: "The Order of the Day for the Second reading of the Bill to amend an Act, intituled: "An Act respecting Separate Schools in Upper Canada,' so far as the same relates to Roman Catholics," be now read; And the Question being put on the amendment, the House divided: and the vote was as follows, Yeas 42; Nays 39. So it passed in the affirmative.

May 18th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Henry A. McMahon and others; praying for amendments to the Common School Laws of Upper Canada.

On motion of Mr. John B. Robinson, seconded by Mr. John Cameron, it was,—

Ordered, That the Bill from the Legislative Council, intituled: "An Act to amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act," be now read the first time. The Bill was accordingly read the First time; and ordered to be read a Second time, this day.

The Order of the Day for the Second reading of the Bill to amend an Act, intituled: "An Act respecting Separate Schools in Upper Canada," so far as the same relates to Roman Catholics, being read; Mr. R. W. Scott moved, seconded by Mr. William M. Dawson, and the Question being proposed, That the Bill be now read a Second time; The Honourable George Brown moved, seconded by Mr. William McDougall, That the word: "now" be left out, and the words: "this day six months," added at the end thereof; and the Question being put on the Amendment, the House divided: and the names being called for, the vote was as follows: Yeas, 10; Nays, 59. So it passed in the Negative.

The Order of the Day for the Second reading of the Bill introduced by Mr. Thomas Ferguson on the 30th of March to repeal the several Acts, and parts of Acts, authorizing the establishment and maintenance of Separate, or Sectarian, Schools in Upper Canada, being read; it was,—

Ordered, That the said Order be discharged. It was also,—

Ordered, That the Bill be withdrawn.

The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—The Legislative Council have passed the following Bill, without any Amendment:—Bill intituled: "An Act to incorporate the Mount Hope Institute, at London."

May 19th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of the Board of Grammar and Common School Trustees of the Town of Guelph: praying for amendments to the Bill for Further Promotion of Public Instruction in Upper Canada.

The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—The Legislative Council have passed the Bill, intituled: "An Act to amend the Upper Canada Common School Act," with several amendments, to which they desire the concurrence of this House.

The House proceeded to take into consideration the Amendments made by the Legislative Council to the Bill intituled: "An Act to amend the Upper Canada Common School Act," and the same were read, as followeth:—

Page 3, line 2.—Leave out from "Sections" to "the," where it occurs the second time in line 7.

Page 3, line 8.—Leave out "such" and insert "the Annual School."

Page 3, line 10.—After "the," where it occurs the second time insert: "then current," and leave out from "year" to "and."

Page 3, line 11.—After "shall," insert: "before the first day of December in each year."

Page 3, line 24.—After "them," where it occurs the first time, insert: "and to submit the said Accounts, with a full Report thereon, at the next Annual School Meeting."

Page 3, line 26.—Leave out "same," and insert "matters in difference to such Meeting, which may either determine the same, or submit them to."

Page 3, line 39.—After "law," insert "and if the Trustees omit to call such Public Meeting, by notice issued not later than the 22nd of December, the same may be called by any two qualified Electors; and, if the Trustees neglect to appoint an Auditor, or appoint one who refuses to act, the Local Superintendent shall appoint one for them."

Page 3, line 46.—After "Act," insert: "Provided that the Auditors appointed for the year 1861 shall also audit the Accounts for the year 1860."

Page 4, line 11.—After "purpose," insert: "and, in like manner, and for like purpose, it shall be lawful for any united Board of Grammar and Common School Trustees to dispose, by sale, or otherwise, of any School Site, or School Property, belonging to the united Board, or to the Grammar, or Common, School Trustees respectively."

The said Amendments being read a second time were agreed to.

Ordered, That the Clerk do carry back the Bill to the Legislative Council, and acquaint their Honours that this House hath agreed to their Amendments.

The Order of the Day for the Second reading of the Bill from the Legislative Council intituled: "An Act to amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada School Act," being read; it was,—

Ordered, That the said Order be discharged.

II. Educational Proceedings of the Legislative Council, 1860.

March 2nd, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of the Chairman and Board of Trustees of Queen's College, Kingston; praying for a continuation of their Annual Grant.

March 13th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of the Corporation of the College of Bytown, praying for aid to add a Wing to their Main Building.

March 14th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the President and Members of Assumption College, Sandwich, praying for aid. Of the Chairman and Members of the Wesleyan Methodist Church, Kingston Circuit; praying for a passing of a Bill to secure to Upper Canada the advantages of a National University, unconnected with any Religious Persuasion, and to place upon equal footing all the Colleges, whether Denominational, or otherwise.

March 15th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Chairman and Members of the Grafton Wesleyan Methodist Circuit, praying for the passing of a Bill to secure to Upper Canada the advantages of a National University, unconnected with any Religious Persuasion, and to place upon an equal footing all Colleges, whether Denominational, or otherwise. Of the Reverend Joseph Stinson, D.D., on behalf of the Conference of the Wesleyan Methodist Church of Canada, praying that an investigation may be instituted as to the manner in which the University Act of 1853 has been administered, and the funds of the University of Upper Canada College expended, and also that all the Universities of Canada may be put upon an equal footing as regards Government aid. Of the Chairman and Members of the Cobourg, Plainville and Baltimore Circuits of the Wesleyan Methodist Church, severally praying for the passing of a Bill to secure to Upper Canada the advantages of a National University, unconnected with any Religious Persuasion, and to place upon an equal footing all Colleges, whether Denominational, or otherwise. Of Mr. J. B. Fortune, and others, of Cobourg, praying for an increased Endowment to Victoria College.

March 16th, 1860. Pursuant to the Order of the Day, the following Petition was read. Of the Representatives of the several Wesleyan Methodist Circuits of the Counties of Montcalm, St. John, Huntingdon, Argenteuil, Vaudreuil, Terrebonne and Montcalm, in District Convention assembled, praying for a passing of a Bill to secure to Upper Canada the advantages of a National University, unconnected with any Religious Persuasion, and to place upon an equal footing all Colleges, whether Denominational, or otherwise.

March 19th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of the Representatives of the several Wesleyan Methodist Circuits in the Counties of Lennox, Addington and Frontenac, praying for the passing of a Bill to secure to Upper Canada, the advantages of a National University, unconnected with any Religious Persuasion, and to place upon an equal footing all the Colleges, whether Denominational, or otherwise.

March 22nd, 1860. The Honourable P. B. de Blaquiere presented a Petition from the University of Toronto.

March 23rd, 1860. On motion of the Honourable P. B. de Blaquiere, seconded by the Honourable P. H. Knowlton, it was,—

Ordered, That the Petition presented yesterday, from the Chancellor, Vice Chancellor and Senate of the University of Toronto, be referred to the Joint Committee on the subject of the Legislative Printing, with a view to its being printed in both languages for the use of Members.

March 26th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Chancellor, Vice Chancellor and Senate of the University of Toronto; praying against the passing of any measures to divide the Endowment of said University among other Institutions. Of the Toronto School of Medicine, in affiliation with the University of Toronto, praying for a grant similar to that made to other Medical Schools of the Province.

March 27th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Official Members of the Merrickville Wesleyan Methodist Circuit, in Quarterly Meeting assembled; Of the Official Members of the Mount Pleasant Wesleyan Methodist Circuit, and of the Representatives of the several Wesleyan Methodist Circuits in the Counties of Brant and Oxford; severally praying for the passing of a Bill to secure to Upper Canada the advantages of a National University, unconnected with any Religious Persuasion, and to place upon an equal footing all the Colleges, whether Denominational, or otherwise.

March 27th, 1860. The Honourable John Simpson, from the Joint Committee of both Houses on the subject of the Legislative Printing, presented their Sixth and Seventh Reports. The Committee have carefully examined the Documents, referred to in the following motion for Printing, videlicet:—By the Honourable P. B. de Blaquiere, the Petition of the Chancellor, Vice Chancellor, and Senate of the University of Toronto; praying against the passing of any measure to divide the Endowment of said University among other Institutions. The Committee recommend that this Petition be printed.

April 2nd, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Thomas White, the younger, and others, of the Town of Peterborough; praying for an Endowment to Victoria College.

April 3rd, 1860. The Honourable Alexander Campbell, from the Joint Committee of both Houses on the subject of the Legislative Printing, presented their Eighth Report. The Committee have carefully examined the documents referred to, in the following motions for Printing, videlicet:—By the Honourable P. B. de Blaquiere,—Petition from the Council of University College, Toronto; praying against any division of the Endowment of the said Institution. The Committee recommend that this Petition be printed. By the Honourable Malcolm Cameron,—Memorial-Petition of the Reverend Joseph Stinson, D.D., President, and the Reverend E. B. Harper, Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada, praying for an enquiry as to the manner in which the University Act of 1853, has been administered. The Committee recommend that this Petition be printed.

April 12th, 1860. The Honourable the Speaker presented to the House the Annual Report of the Chancellor, Vice Chancellor and Senate of the University of Toronto for the year 1859. Also the Bursar's Statement of the Cash Transactions of the University of Toronto, and of Upper Canada College for the same year.

April 17th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Alexander Cowan and others, of the City of Kingston, praying for the Endowment of the University of Victoria College.

April 19th, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of the Board of Management of Knox's College, Toronto; praying that the Endowment of the Toronto University may be preserved intact, and not be divided among Denominational Institutions. Of Mr. A. T. Augusta and others, Members of the Association for the Education and the elevation of the Coloured People of Canada; praying for a passing of an Act to repeal the provisions of the Consolidated Statutes of Upper Canada, Chapter 65, relative to Separate Schools for Coloured People.

April 23rd, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of the Executive Council of the Board of Trustees of Queen's College, Kingston; praying against the endowment of any one Educational Institution, to the exclusion of all others.

The Honourable George W. Allan presented to the House a Bill intituled: "An Act to Amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act." The said Bill was read for the First time. It was,—

Ordered, That the said Bill be read a Second time on Thursday next.

April 25th, 1860. The Honourable John Simpson, from the Joint Committee of both Houses on the subject of the Legislative Printing, presented their Eleventh Report:—The Committee have carefully examined the Documents referred to in the following motions for Printing:—By Mr. Gilbert McMicken,—Petition of the Chairman and Board of Trustees, of the University of Queen's College, Kingston, Reports of the Senate of the University of Toronto, and of the Council of University College, Toronto, together with the accounts: Return to an Address to the Governor General of Lands sold by Upper Canada College, and the Royal Grammar School, since the 31st of December, 1855. They were ordered to be printed.

April 26th, 1860. The Order of the Day being read for the Second reading of the Bill intituled: "An Act to Amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act." On motion of the Honourable Ebenezer Perry, seconded by the Honourable David Christie, it was,—

Ordered, That the same be postponed until to-morrow.

April 27th, 1860. The Order of the Day being read for the Second reading of the Bill intituled: "An Act to Amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act," on motion of the Honourable George W. Allan, seconded by the Honourable David Christie, it was,—

Ordered, That the same be posponed until Monday next.

April 30th, 1860. The Order of the Day being read for the Second reading of the Bill intituled: "An Act to Amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act." The Honourable George W. Allan moved, seconded by the Honourable Adam Fergusson, that the said Bill be now read a Second time. After Debate, the question of concurrence being put thereon, the same was resolved in the affirmative, and the said Bill was then read a Second time accordingly.

Ordered, That the said Bill be referred to a Select Committee, composed of the Honourable Messieurs Allan, Vankoughnet, Morris, Patton, and Murney, to meet and adjourn as they please.

May 1st, 1860. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. J. McDonald and others, of the Township of Normanby; of Mr. James Reid and others; of Mr. Thomas Campion and others, and of Mr. Thomas Fleming and others; severally praying for certain changes in the present School Law of Upper Canada.

The Honourable George W. Allan, from the Select Committee to whom was referred the Bill intituled: "An Act to Amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act," reported, that they had gone through the said Bill, and had directed him to report the same to the House without any amendment. On motion of the Honourable George W. Allan, seconded by the Honourable P. H. Moore, it was,—

Ordered, That the said Bill be printed and read a Third time presently.

The said Bill was then read a Third time accordingly. The Question was put, whether this Bill shall pass? It was resolved in the affirmative.

Ordered, That the Clerk do go down to the Legislative Assembly, and acquaint that House, that the Legislative Council have passed this Bill, to which they desire their concurrence.

May 8th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. J. N. Wellington, and others, of Brighton, Colborne and vicinity; praying for the Endowment of Victoria College.

May 11th, 1860. Pursuant to the Order of the Day, the following Petition was read:—Of the Corporation of the City of Hamilton; praying that, when an Institute for the Deaf and Dumb is established, the said Institution may be established in Hamilton.

May 15th, 1860. A Message was brought from the Legislative Assembly, by their Clerk, with a Bill, intituled: "An Act to Incorporate the Mount Hope Institute, at London," to which they desire the concurrence of this House. The said Bill was read for the First time. On motion of the Honourable Sir E. P. Taché, seconded by the Honourable Frederick A. Quesnel, it was,—

Ordered, That the said Bill be read a Second time at the next sitting of the House.

Pursuant to the Order of the Day the Bill intituled: "An Act to Incorporate the Mount Hope Institute, at London," was read a Second time.

Ordered, That the said Bill be referred to a Select Committee, composed of the Honourable Sir E. P. Taché, and the Honourable Messieurs Crawford and Panet, to meet and adjourn as they please.

May 16th, 1860. Pursuant to the Order of the Day, the Bill intituled: "An Act to Incorporate the Mount Hope Institute, at London," was read a Third time. The question was put, whether this Bill shall pass? It was resolved in the affirmative.

Ordered, That the Clerk do go down to the Legislative Assembly, and acquaint that House that the Legislative Council have passed this Bill, without any amendment.

May 18th, 1860. A Message was brought from the Legislative Assembly, by their Clerk, with a Bill intituled: "An Act to Amend the Upper Canada Common School Act," to which they desire the concurrence of this House. The said Bill was read for the First time. On motion of the Honourable Philip Vankoughnet, seconded by the Honourable G. S. Boulton, it was,—

Ordered, That the said Bill be read a Second time at the next sitting of the House.

The Honourable Philip Vankoughnet, from the Select Committee to whom was referred the Bill intituled: "An Act to Amend the Upper Canada Common School Act," reported that they had gone through the said Bill, and had directed him to report the same with several amendments, which he was ready to submit whenever the House would be pleased to receive them.

Ordered, That the Report be now received; and the said amendments were then read by the Clerk, as follows:—

Page 3 1, 2. Leave out "sections," to "the," where it occurs the second time in line 7.

Page 3, 1, 8. Leave out "such," and insert: "the annual School."

Page 3, 1, 10. After "the," where it occurs the second time, insert: "then current," and leave out from "year" to "and."

Page 3, 1, 11. After "shall," insert: "before the first day of December in each year."

Page 3, 1, 24. After "them," where it occurs the first time, insert: "and to submit the said Accounts, with a full report thereon, at the next Annual School Meeting."

Page 3, 1, 26. Leave out "same," and insert "matters in difference to such Meeting, which may either determine the same, or submit them."

Page 3, 1, 39. After "law," insert: "and if the Trustees omit to call such public meeting, by notice issued, not later than the Twenty-second of December, the same may be called by any two qualified Electors; and, if the Trustees neglect to appoint an Auditor, or appoint one who refuses to act, the Local Superintendent shall appoint one for them."

Page 3, 1, 46. After "Act," insert: "Provided that the Auditors appointed for the year 1861 shall also audit the accounts for the year 1860."

Page 4, 1, 11. After "purpose," insert: "and in like manner, and for like purposes, it shall be lawful for any united Board of Grammar and Common School Trustees to dispose by sale, or otherwise, of any School Site, or School Property belonging to the united Board, or to the Grammar School, or Common School, Trustees respectively."

The said amendments being read a second time, and the question of concurrence put on each, they were severally agreed to.

On motion of the Honourable Philip Vankoughnet, seconded by the Honourable P. H. Knowlton, it was,—

Ordered, That the said amendments be engrossed, and the Bill, as amended, read a Third time presently.

The said Bill, as amended, was then read a Third time accordingly. The question was put, whether this Bill, as amended, shall pass? It was resolved in the affirmative.

Ordered, That the Clerk do go down to the Legislative Assembly, and acquaint that House, that the Legislative Council have passed this Bill, with several amendments, to which they desire their concurrence.

May 19th, 1860. A Message was brought from the Legislative Assembly, by their Clerk, to return the Bill intituled: "An Act to Amend the Upper Canada Common School Act."

His Excellency the Right Honourable Sir Edmund Walker Head, Baronet, one of Her Majesty's most Honourable Privy Council, Governor General of British North America, being seated in the Chair on the Throne, the Speaker commanded the Gentleman Usher of the Black Rod, to let the Assembly know that "it is His Excellency's pleasure they attend him immediately in this House."

Who being come, the Clerk of the Crown in Chancery read the Titles of the Bills to be passed, severally, as folllows:—

An Act to Incorporate the "Mount Hope Institute" at London.

An Act to Amend the Upper Canada Common School Act.

CHAPTER IV.

EDUCATIONAL ACTS PASSED BY THE LEGISLATURE OF CANADA, 1860.

23RD VICTORIA, CHAPTER CXLIV.

AN ACT TO INCORPORATE THE MOUNT HOPE INSTITUTE, LONDON.

SIR EDMUND WALKER HEAD, GOVERNOR GENERAL.

(Received the Royal Assent on the 19th of May, 1860.)

Preamble.

Whereas an Association hath existed for some years at London, Upper Canada, under the name of "The Mount Hope Institute," founded by the Ladies of the Sacred Heart, and designed for the Education of Females, and for affording an Asylum for Destitute Orphans; and whereas, the said Ladies have, by their Petition, prayed that the said Association may be incorporated, and, in consideration of the great benefits which must arise from the said Institution, it is expedient to grant their prayer: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

Certain persons incorporated.

Corporate name and property.

By-laws for certain purposes.

General Powers.

1. Margaret Mary Giluly, Sarah Limoges, Anna Hanratty, Mary Josephine Begley, and such other persons as are now, or shall, under the provisions of this Act, become Members of the Institution, shall be, and are hereby declared to be, a Body Politic and Corporate in name and deed, by the name of "The Mount Hope Institute," and by that name, from time to time, and at all times hereafter, may purchase, acquire, hold, possess and enjoy, and may have, take, and receive for them and their Successors, to and for the uses and purposes of the Corporation, any Lands, Tenements and Hereditaments, and Real, or immoveable, Property and Estate, situate, lying and being within this Province, not exceeding in yearly value the sum of Four thousand dollars, ($4,000); and the same may sell, mortgage, alienate, and dispose of, and may purchase others in their stead for the same purpose; and any majority of the Members of the Corporation for the time being, may make and establish such Rules, Orders and Regulations, not being contrary to this Act, nor to the Laws in force in this Province, as shall be deemed useful, or necessary, for the interests of the Corporation, and for the management thereof, and for the admission of Members into the Corporation, and, from time to time, may alter, repeal, and change the said Rules, Orders and Regulations, or any of them, or those of the said Institute in force at the time of the passing of this Act; and may do, execute, and perform all and singular other the matters and things relating to the Corporation and the management thereof, or which shall, or may, appertain thereto, subject, nevertheless, to the Rules, Regulations, Stipulations and Provisions hereinafter prescribed and established.

Administration and uses of revenues.

2. The Rents, Revenues, issues and profits of all property, Real, or Personal, held by the Corporation, shall be appropriated and applied solely to the maintenance of the Members of the Corporation, the construction and repair of the Buildings requisite for the purposes of the Corporation, and the advancement of education, and the payment of the expenses to be incurred for objects legitimately connected with, or depending upon, the purposes aforesaid.

Property of Association transferred to Corporation.

3. All and every the Estate and Property, Real and Personal, belonging to, or hereafter to be acquired by the Members of the said Association, as such, and all debts whatsoever due to them in that quality, shall be, and

Present By-laws.

are hereby, vested in the Corporation hereby established; and the Rules, Orders and Regulations now in force for the management of the said Association, not being contrary to law, shall be, and continue to be, the Rules, Orders and Regulations of the Corporation, until altered, or repealed, in the manner herein provided.

Corporation may appoint officers, agents and servants.

4. The Members of the Corporation for the time being, or a majority of them, may appoint such Attorney, or Attorneys, Administrator, or Administrators, of the Property of the Corporation, and such Officers and Teachers, and Servants, of the Corporation as shall be necessary for the well conducting of the business and affairs thereof, and may allow to them such compensation for their services, respectively, as shall be reasonable and proper; and all Officers, so appointed, shall be capable of exercising such other powers and authority for the well governing and ordering of the affairs of the Corporation, as shall be prescribed by the Rules, Orders and Regulations of the Corporation.

Liability of Members of Corporation mited.

5. Nothing herein contained shall have the effect, or be construed to have the effect, of rendering all, or any of the said several, Persons hereinbefore mentioned, or all, or any, of the Members of the said Corporation, or any person whatsoever, individually liable, or accountable, for, or by reason of, any debt, contract, or security, incurred, or entered into for, or by reason of the Corporation, or for, or on account, or in respect of, any matter, or thing whatsoever, relating to the said Corporation.

Report to the Legislature.

6. The Corporation shall, at all times, when thereunto required by the Governor, or by either branch of the Legislature, make a full return of their Property, Real and Personal, and of their Receipts and Expenditure, for such period, and with such details and other information, as the Governor, or either branch of the Legislature, may require.

Public Act.

7. This Act shall be deemed to be a Public Act.

23RD VICTORIA, CHAPTER XLIX.

AN ACT TO AMEND THE UPPER CANADA SCHOOL ACT.

SIR EDMUND WALKER HEAD, GOVERNOR GENERAL.

(Received the Royal Assent on the 19th of May, 1860.)

Preamble.

Whereas it is expedient to amend the Law respecting Common Schools in Upper Canada: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

Penalty on Teacher refusing to give up school Register, etc.

1. Any Teacher wilfully refusing, on the demand of the majority of the Trustees of the School Corporation employing him, to deliver up any School Register, or School House Key, or other School property in his possession, shall be deemed guilty of a misdemeanour, and shall not be deemed a qualified Teacher until restitution be made, and shall also forfeit any claim which he may have against the said Trustees.

As to remainder of School Section of which part is incorporated in a Village.

2. On the incorporation of a part of any School Section within the limits of a Village, the Municipal Council of the Township, within the limits of which such School Section is in whole, or in part, situated, shall have the authority forthwith to attach the part, or parts, of such School Section, not included within the limits of the Village Corporation, to an adjacent School Section, or School Sections, or form them into a separate and distinct Section, or Sections.

Section 17 of Consolidated Statutes of

3. The Seventeenth Section of the Upper Canada Common School Act of 1859, Chapter Sixty-four of the Consolidated Statutes for Upper Canada, shall be amended so as to read as follows:—No person shall be entitled to

Upper Canada, chapter 64, amended, who may vote at School elections or on School questions. Declaration may be required.

vote in any School Section for the election of Trustee, or on any School question whatsoever, unless he shall have been assessed and shall have paid School Rates as a Freeholder, or Householder, in such Section; and, in case an objection be made to the right of any person to vote in a School Section, the Chairman, or presiding Officer, at the Meeting shall, at the request of any Rate-payer, require the Person, whose right of voting is objected to, to make the following declaration:—

Form.

"I do declare and affirm that I have been rated on the Assessment Roll of this School Section as a Freeholder, (or Householder, as the case may be,) and that I have paid a Public School Tax due by me in this School Section, imposed within the last twelve months, and that I am legally qualified to vote at this Meeting."

Penalty for false declaration.

Whereupon a person making such declaration shall be permitted to vote on all questions proposed at such Meeting: but, if any person refuses to make such declaration, his vote shall be rejected; And if any person wilfully makes a false declaration of his right to vote, he shall be guilty of a misdemeanour, and upon conviction, upon the complaint of any person, shall be punishable by fine, or imprisonment, in the manner provided for in the said Upper Canada Common School Act.

Time and hours for School elections.

4. The poll at every election of a School Trustee, or Trustees, shall not close before Eleven o'clock in the forenoon, and shall not be kept open later than Four of the clock in the afternoon; In School Sections the poll shall close on the same day in which the election is commenced; in Cities, Towns, and Incorporated Villages the same time shall be allowed for the election of School Trustees which is allowed for the election of Municipal Councillors in such Municipality.

Sections 45, 46, of Consolidated Act, amended.

Formation of Union School Section.

5. The Forty-fifth and Forty-sixth Sections of the said Upper Canada Consolidated Common School Act of 1859, shall be amended, so as to read as follows:—"Under the conditions prescribed in the Fortieth Section, in respect to alterations of other School Sections, union School Sections, consisting of parts of two, or more, Townships, or parts, of a Township and any Town, or Incorporated Village, may be formed and altered by the Reeves and Local Superintendent, or Superintendents, of the Townships out of parts of which such Sections are proposed to be formed,—or, in case of a Union Section, of parts of a Township, or Townships, and a Town, or Incorporated Village, by the Board of Common School Trustees of such Town, or Village, of which Meeting the other parties authorized to act with them shall be duly notified; and each Union School Section, composed of portions of adjoining Townships or portions of a Township, or Townships, and a Town, or Incorporated Village, shall, for the purposes of the election of Trustees under their control, be deemed one School Section, and shall be considered, in respect to Superintendence and Taxation for the erection of School House, as belonging to the Township, Town, or Village, in which the same is situated."

Effect of such union.

In what cases only a School Trustee may contract with his School Corporation.

6. It shall not be lawful for any Common School Trustee to enter into a contract with the Corporation of which he is a Member, or have any pecuniary claim on such Corporation, except for a School Site, or as Collector of School Rates, and then only when he shall be appointed, and the Warrant to him signed, by the other two Members of the Corporation, with the Seal of the same.

Proceedings of School Corporation not valid unless adopted at regular meetings.

7. No Act, or proceeding of a School Corporation, shall be deemed valid, or binding, on any party which is not adopted at a regular, or special, Meeting, of which notice shall be given by the Secretary to all the Trustees, by notifying them personally, or by sending a written notice to their Residences, and the proceedings of such Trustees' Meetings shall be entered in

a Book of the Corporation kept for that purpose, and signed by the Senior, or presiding, Trustee; Provided always, that a majority of the Trustees, at a Meeting thus called, shall have full authority to perform any lawful business.

Proviso.

Appointment of Auditors of School accounts by annual School Meetings and Trustees.

8. In order that there may be accuracy and satisfaction in regard to the School Accounts of School Sections, the majority of the Freeholders and Householders present at the Annual School Meeting shall appoint a fit and proper person to be Auditor of the School Accounts of the Section for the then current year, and the Trustees shall, before the first day of December in each year, appoint another Auditor; and the Auditors thus chosen, or either of them, shall forthwith appoint a time before the day of the next ensuing Annual School Meeting for examining the Accounts of the School Section, and it shall be the duty of the Trustees, or their Secretary-Treasurer, in their behalf, to lay all their Accounts before the Auditors, or either of them, together with the Agreements, Vouchers, etcetera, in their possession, and to afford to the Auditors, or either of them, all the information in their power as to their Receipts and Expenditures of School moneys in behalf of their School Section; And it shall be the duty of the Auditors to examine into and decide upon the accuracy of the Accounts of such Section, and whether the Trustees have truly accounted for and expended for School purposes the moneys received by them, and to submit the said Accounts, with a full report thereon, at the next Annual School Meeting; and, if the Auditors, or either of them, object to the lawfulness of any expenditures made by the Trustees, they shall submit the matters in difference to such Meeting, which may either determine the same, or submit them to the Chief Superintendent of Education, whose decision shall be final; and the Auditors shall remain in office until their audit is completed; The Auditors, or either of them, shall have the same authority to call for persons and papers and require evidence on oath and to enforce their decisions as have Arbitrators appointed under the authority of the Eighty-fourth, Eighty-fifth and Eighty-sixth Sections of the said Upper Canada (Consolidated) Common School Act (of 1859); and it shall be their duty, or that of either of them, to report the result of their examination of the Accounts of the year to the Annual School Meeting next after their appointment, when the Annual Report of the Trustees shall be presented, and the vacancy, or vacancies, in the Trustee Corporation be filled up, as provided by law; And, if the Trustees omit to call such Public Meeting by notice issued not later than the Twenty-second day of December, the same may be called by any two qualified Electors; and, if the Trustees neglect to appoint an Auditor, or appoint one who refuses to act, the Local Superintendent shall appoint one for them, and, if the Trustees, or their Secretary in their behalf, refuse to furnish the Auditor, or either of them, with the papers, or information in their power, and which may be required of them relative to their School Accounts, the party refusing shall be guilty of a misdemeanour, and, upon prosecution by either of the Auditors, or any Ratepayer, be punished by fine, or imprisonment, as provided by the One hundred and fortieth Section of the said Upper Canada (Consolidated) Common School Act (of 1859); Provided, that the Auditors, appointed for the year One thousand eight hundred and sixty-one, shall also audit the Accounts for the year One thousand eight hundred and sixty.

Duties of School Trustees.

Powers and duties of Auditors, etc.

Auditor's report.

If the Trustees fail to call the meeting.

Penalties on Trustees refusing information, etc., to Auditors.

Proviso.

Penalty on Trustees refusing to comply with award of Arbitrators under Section 84 of the said Act.

9. If the Trustees wilfully refuse, or neglect, for one month after publication of award, to comply with, or give effect to, an award of Arbitrators appointed, as provided by the Eighty-fourth Section of the said Upper Canada (Consolidated) Common School Act (of 1859), the Trustees, so refusing, or neglecting, shall be held to be personally responsible for the amount of

such award, which may be enforced against them individually by Warrant of such Arbitrators within one month after publication of their award; and no want of form shall invalidate the award, or proceedings, of Arbitrators under the School Acts.

School Trustees may dispose of School Sites not required.

Like power to United Board of Grammar and Common School Trustees

10. It shall be lawful for any School Trustee Corporation to dispose by sale, or otherwise, of any School Site, or School property, not required by them, in consequence of a change of School Site, and to convey the same under their Corporate Seal, and to apply the proceeds thereof for their lawful School purposes; and all Sites, and other property given, or acquired, or which may be given, or acquired, for Common School purposes shall vest absolutely in the Trustee Corporation for this purpose; and, in like manner, and for like purpose, it shall be lawful for any united Board of Grammar and Common School Trustees to dispose by sale, or otherwise, of any School Site, or School property, belonging to the united Board, or to the Grammar School, or Common School, Trustees respectively.

Qualification of School Trustees.

Certain persons disqualified.

11. No person shall be eligible to be elected, or serve as School Trustee, who is not a resident assessed Freeholder, or Householder, in the School Section for which he is elected;—nor shall any Teacher, or Local Superintendent, hold the office of Trustee; and a continuous non-residence of six months from his School Section by any Trustee shall cause the vacation of his office.

Trustees' agreement with Teachers to be in writing and under Seal.

12. All agreements between Trustees and Teachers, to be valid and binding, shall be in writing, signed by the parties thereto, and sealed with the Corporate Seal, and may lawfully include any stipulation to provide the Teacher with Board and Lodgings.

Local Superintendent to decide complaints about elections.

Proviso.

13. It shall be the duty of a Local Superintendent of Schools to receive, investigate and decide upon any complaints which may be made, in regard to the election of School Trustees, or in regard to any proceedings at School Meetings; Provided always, that no complaint, in regard to any election, or proceeding, at a School Meeting, shall be entertained, unless made in writing within twenty days after the holding of such election, or Meeting.

Chief Superintendent to decide all appeals and questions not otherwise provided for.

14. The Chief Superintendent shall have authority to decide upon all disputes and complaints laid before him, the settlement of which is not otherwise provided for by law, and, upon all appeals made to him from the decision of any Local Superintendent, or other School Officer.

Allowance to Local Superintendents and Arbitrators.

Proviso: who shall pay expenses.

15. Arbitrators appointed under the authority of the School Acts, and Local Superintendents engaged in investigating and deciding upon School complaints and disputes, shall be entitled to the same remuneration per diem for the time thus employed as are Members of the Municipal Council of the County for their attendance at Council Meetings; Provided always, that the parties concerned in such disputes shall pay all the expenses incurred in them, according to the award, or decision, of the Arbitrators and Local Superintendents respectively.

Meetings of and allowance to Members of County Board of Public Instruction;—and for expenses.

16. Each County, or Circuit, Board of Public Instruction shall meet half yearly, and each of its Members shall be entitled to the same recompense for his time and expenses as are Members of the County Corporation for their attendance at County Council Meetings; and the incidental expenses, attending the Meeting of such County, or Circuit, Board, shall include the recompense to its Members, the Stationery, Room, Fuel, Light, Printing of notices, Examination Papers and Certificates, and such remuneration to the Secretary of such Board, as the Board may deem just and expedient.

Saturday to be a holiday.

17. Every Saturday shall be a Holiday in all the Public Schools.

School Trustees to take declaration of office.

18. Every person elected as Trustee, and who is eligible and liable to serve as such, shall make the following declaration of office before the Chair-

man of the School Meeting, "I will truly and faithfully, to the best of my judgment and ability, discharge the duties of the office of School Trustee, to which I have been elected." And, if any person elected as Trustee shall not make such declaration within two weeks after notice of his election, his neglect to do so shall be sufficient evidence of his refusing to serve and of his liability to pay the fine, as provided for in the Twenty-third Section of the said Upper Canada (Consolidated) Common School Act (of 1859).

Fine for default.

19. Any Chairman who neglects to transmit to the Local Superintendent, a copy of the proceedings of an Annual, or other, School Section Meeting, over which he may preside, within ten days after holding of such Meeting, shall be liable, on the complaint of any Ratepayer, to a fine of not more more than Five dollars, to be recovered, as provided in the One hundred and fortieth Section of the Upper Canada (Consolidated) Common School Act aforesaid.

Fine on Chairman not transmitting proceedings of School Meeting to Chief Superintndent.

20. Trustees shall not be liable to any prosecution, or the payment of any damages for acting under any By-law of a Municipal Council before it has been quashed.

Trustees not liable for acting under a By-law, etc.

21. Collectors of School Rates shall have the same powers, and be under the same liability and obligations, in their respective School Municipalities, as Township Collectors have and are liable to in their respective Municipalities, and shall give such security as may be satisfactory to the Trustees.

Powers and liabilities of collectors of school rates.

22. A Local Superintendent shall have the same authority to suspend, for the time being, a Provincial Certificate of Teacher's Qualifications, and report the same forthwith to the Chief Superintendent, as he has to suspend a County Certificate, notifying in writing to the Teacher, whose Certificate is suspended, the reasons of it; and the Chief Superintendent shall finally decide upon the case.

Local Superintendent may suspend a Provincial Teacher's certificates.

23. It shall be competent for the Chief Superintendent of Education, should he deem it expedient, to submit a case on any question arising under the Grammar, or Common School, Acts, to any Judge of either of the Superior Courts for his opinion and decision, or, with the consent of such Judge, to either of the Superior Courts for their opinion and decision.

Chief Superintendent may refer certain questions to Superior Courts

24. So much of the said Upper Canada (Consolidated) Common School Act (of 1859), as is inconsistent with the provisions of this Act, is hereby repealed; and in the second line of the Ninety-fifth Section of the said Upper Canada (Consolidated) Common School Act, the phrase "The County Council shall divide," shall read, "The County Council shall have authority to divide," etcetera.

Inconsistent enactments repealed.

Section 95 of chapter 64 amended.

CHAPTER V.

DRAFT OF A SCHOOL BILL BY THE COMMON AND GRAMMAR SCHOOL AND PUBLIC LIBRARY LAW REFORM ASSOCIATION OF THE COUNTY OF GREY.

In July, 1860, Mr. A. McLellan of Durham, in the County of Grey, submitted to the Chief Superintendent of Education an elaborate Draft of a Common School Bill of Forty-five Sections, prepared by himself, on behalf of "the Common and Grammar School and Public Library Law Reform Association of the Townships of Egremont and Normanby in the County of Grey," which was adopted by the Association.

The phraseology of the Draft of Bill is very unconventional in its character; and, while it includes some of the features of the Public School Acts in force at the time, yet it supersedes the Chief Superintendent of Education by the Council of Public Instruction as the sole Executive of the Department. The Author also goes into minute detail in many of its Sections, giving, in effect, a reason for their adoption. Its provisions are very voluminous and complicated in their character.

It will be seen that the Common School Act of 1860 on pages 45-49 of Chapter IV was enacted two months before this Draft of Bill reached Doctor Ryerson, so that he did not see it when drafting the School Bill which received the sanction of the Legislature in that year. He regarded it as an entirely impracticable Scheme of School Legislation.

DRAFT OF A PROPOSED SCHOOL LAW FOR UPPER CANADA.

To make Better Provision for the Assistance and Encouragement of Education in Upper Canada; and to secure to Parents and Guardians therein residing, the just exercise of their inalienable Rights and Liberties, as British Subjects, in the performance of their respective duties of Educating their Children.

Whereas it is highly necessary and desirable and expedient to make full and proper provision to secure and confirm unto the Inhabitants of the Western part of the Province of Canada, commonly called Upper Canada, generally, and to those persons of the said inhabitants who are Parents, or legal Guardians, of children and youth, especially, all their just and undoubted Rights and Liberties as British Subjects—as well Educational, as Social, Political and Religious; and also to maintain unto them the full exercise and enjoyment thereof at all times and in all places within the said Province; and also to make full and proper provision to enable such Parents and Guardians, each one respectively, individually, and collectively, at said times and places, freely, peaceably, and quietly, without any let, hindrance, or unnecessary annoyance, properly and fully to perform, discharge and fulfil the Secular, as well as the Religious Educational duties of Parents, or Guardians, towards such children and youth as it has pleased the Supreme Being to commit to their care; and also to make proper provision to enable such Parents and Guardians to make, establish, and maintain such Seminaries and places of Education as to such Parents and Guardians shall seem good and needful for their use and convenience, in imparting such Secular Instruction to, and so Educating, such children and youth; And also, to make proper provision for aiding and assisting in a Christianlike and liberal manner, with pecuniary means, those persons of such Parents, or Guardians, who shall reasonably require such assistance; And also to make proper provision, not only to furnish facilities for, but also to secure the proper Secular Instruction and Education of all the youth, of both sexes, of Upper Canada, who are not by natural deficiency of intellect rendered incapable of receiving such Instruction and Education;—And also to make proper provision to compel such of the said Parents and Guardians—if any such there should be—who are negligent of their respective Secular Educational duties, properly to perform and fulfil such duties; and also to make proper provision for the due encouragement of persons specially engaged, or occupied, in the employment, or calling, of Instructing and Educating Children and youth, and who are commonly called School Teachers; and for regulating the duties and conduct of such School Teachers;—And also to make proper and suitable provision to make and establish, and maintain under suitable and proper Regulations, Public Libraries for the use of the Inhabitants of Upper Canada generally. And whereas the Laws heretofore, and at present, in force—to wit, The Act of 1850, 13th and 14th Victoria, Chapter 48, and intituled: "*An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada;*" and the Act of 1851, 14th and 15th Victoria, Chapter 111, and intituled: "*An Act to Define and Restore certain Rights to Parties therein mentioned;*" and The Act of 1853, 16th Victoria, Chapter 185, and intituled: "*An Act Supplementary to the Common School Act for Upper Canada;*" and The Act of 1853, 16th and 17th Victoria, Chapter 186, and intituled: "*An Act to Amend the Law relating to Grammar Schools in Upper Canada;*" and The Act of 1855, 18th Victoria, Chapter 131, and intituled "*An Act to Amend the Laws relating to Separate Schools in Upper Canada;*" and the Act of 1855, 18th Victoria, Chapter 132, and intituled: "*An Act to make Further Provision for the Grammar and Common Schools of Upper Canada;*" and which said recited Acts are generally known as the Common and Grammar School Acts of Upper Canada, have, after, long trial and experience of the same, been found to be, in many respects, inefficient and useless for the purposes for which the said Acts were passed, and for the purposes contemplated and intended by this Act; as well as inconvenient and distasteful to the Inhabitants of Upper Canada generally; and it is, therefore, desirable and expedient that the said Acts be amended:—

Be it, therefore, enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of, and under the authority of, an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled: "An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada;" and it is hereby enacted by the authority of the same, as follows:

SECTION I. That,—1st. The share of the Legislative School Grant, arising from the Fund to be realized by the Act of 1849, 12th Victoria, Chapter 200, and intituled: "*An Act to Raise an Income of One Hundred Thousand Pounds out of the Public Land of Canada, for Common School Education,*" and commonly called "The Common School Fund Act," coming to Upper Canada for the support of Common Schools and Township Libraries therein; and also all sum, or sums, of money arising from any other Grant, or Grants, which may heretofore have been made by any other Act, or Acts, of the Provincial Parliament, and not already expended for the purpose of promoting, or assisting, Common, or Grammar, Schools, or Pubic Libraries, in Upper Canada, shall form one Fund, which shall be applied solely to, and expended for, the purposes of this Act, and in the manner hereinafter directed and provided for, and not for any other purpose whatever; and such Fund shall be called the Legislative Educational Assistance Fund of Upper Canada.

2nd. That the Act of 1855, 18th Victoria, Chapter 132, and intituled: "*An Act to make Further Provision for the Grammar and Common Schools of Upper Canada,*" shall be, and the same is hereby amended, by striking out all the words and parts of the said Act after the word "shall," which is between the words "Upper Canada," and "be annually disposed of," near the commencement of the first Section of the said Act, and substituting in place of such words and parts so struck out, the following, that is:—"be added to and form part of the Educational Assistance Fund of Upper Canada;" and the said Act, thus amended, shall be taken to be, and shall be, and shall be read as part of this Act; and the said words and parts of the said Act, so struck out, shall be taken to be, and shall be, and the same hereby are repealed, and shall no longer be of any force, or effect.

3rd. That any and all other Grant, or Grants, which may be hereafter made by the Legislature of this Province for the promotion of learning and the diffusion of useful knowledge in Upper Canada by means of the Common, or High, Schools, therein, shall be added to and form part of the said Legislative Educational Assistance Fund of Upper Canada.

4th. And the said Legislative Educational Assistance Fund shall be apportioned among certain of the Municipalities in Upper Canada in the manner hereinafter provided; and the portion of such Fund, so apportioned to any such Municipality, together with any and all other moneys which shall be collected within such Municipality for the purposes of this Act by the authority of the Provincial Legislature, and either directly, or indirectly, and either by virtue of this Act, or of any other Act, shall form, and shall be, the Educational Assistance Fund of such Municipality.

Council of Public Instruction to be appointed.

SECTION II. And be it enacted, That on the first Wednesday in February in each year, the Governor General of the Province of Canada, or other Person administering the Government for the time being, shall appoint nine fit and proper persons, three of whom, shall be chosen by the Governor, and three of whom shall be nominated by that portion of the House of the Legislative Council which represents Upper Canada, in the said House, and the other three shall be nominated by that portion of the House of the Legislative Assembly which represents Upper Canada in the said House, by Letters Patent, under the Great Seal of the Province, to be a Council of Public Instruction for Upper Canada, who shall hold office for one year next following the date of their appointment, and until their Successors are appointed; and not less than five Members of the said Council shall be a quorum for the transaction of business; and in the event of a death, or other removal from office, of any Member of the said Council, the Governor shall forthwith fill up the vacancy by appointing another Person, who shall hold office for the unexpired portion of the term of office of the Member in whose place the said person has been appointed. And the said Council shall adopt and use a Seal of office; and may also appoint, or remove from office, a Clerk, or Secretary-Treasurer, and prescribe his duties.

SECTION III. And be it enacted, that it shall be the Duty of the said Council of Public Instruction to take the general supervision of Education in Upper Canada, as required by this Act, and therefore,

1st. To appoint a Chairman, and decide upon the time for holding its Meetings, and the manner of proceeding at such Meetings; and the said Meetings shall be held in the Normal School Buildings in the City of Toronto, and in such Room, or Rooms, in the said Buildings as to the said Council shall seem fit and meet. And the said Council shall have a Seal of Office, the same to be approved of by the Governor, and shall use such in all its Official Acts and Documents; and shall keep a Record of its proceedings; and may appoint a Clerk, or Secretary, and remove him from office; and such Clerk, or Secretary, may act as Treasurer to the said Council, if by it, so directed; and the said Clerk, or Secretary, shall, if required to act as Treasurer by the said Council, give such security for the faithful and proper performance of his duties as such Treasurer, as the said Council shall deem sufficient. 2nd. To devise and adopt all needful measures for the efficient maintenance of the Normal School in the City of Toronto, now by Law established, for Upper Canada, according to the provisions and requirements of this Act; and which Normal School shall contain and embrace within the same one, or more, Model Common and High Schools, at the discretion of the said Council, for the instruction and training of Common School and High School Teachers in the Science of Education and Art of Teaching. 3rd. To make, from time to time, all needful Rules and Regulations for the proper management and government of such Normal and Model Schools. To prescribe the terms and conditions on which Student Teachers and other Pupils shall be received and instructed therein. To determine the number and compensation, and to appoint to office, and to remove from office, all Masters and Teachers, (the same not being Student Teachers,) employed in Teaching in the said Schools; and also all other Persons and Domestics employed therein. To determine the amount of Fees which shall be paid by pupils other than Student Teachers for instruction in the said Schools. To keep and maintain the said Buildings and Furniture and Grounds thereof in a good and sufficient state of repair, fit and proper for the use for which the same are by this Act intended; and, from time to time, to visit and inspect the said Schools and Buildings, and see that such Rules and Regulations are duly observed and acted upon, and said visits shall not be less frequent than once a month; and generally to do all such lawful acts and things as to the said Council shall, from time to time, appear fit and meet to be done to promote and attain the objects contemplated by this Act, and in accordance with the provisions and requirements thereof: provided always that the said Council shall not appoint any one, or more, of its Members to any office. 4th. To form and make, within three months after being appointed to office, a Scale of Ability which shall denote by the numbers 1, 2, 3, 4, 5, 6, 7, the degree of learning and teaching ability and proficiency of the Teacher, to whom a Certificate of Ability shall be granted, in the various departments and branches of knowledge which such Teacher shall be required, or profess, to teach. The number 1, to be used to denote the lowest degree allowed; and the number seven, the highest degree usually attained by eminent Teachers, and the intermediate numbers shall be used to denote the intermediate degrees of proficiency and ability; and the value of each number shall be fully determined upon, and clearly defined and expressed by the said Council; and the said Scale shall clearly distinguish between a Common School and High School Teacher, and shall be published forthwith by the said Council for public information: Provided always, that the number 1, shall not be used to denote any lower degree of proficiency, or ability, in any such branch, or department, of knowledge, than that required by the Laws in force at the time of passing this Act, to be possessed by a Third Class Common School Teacher in such branch, or department, of knowledge; and no such Certificate of Ability shall, in any case, be granted to any Candidate whose acquirements in learning, and ability to teach, in any one of the said branches, or departments, of knowledge is of too low an order, or degree, to be denoted by the said number one.

5th. To make such Rules and Regulations as to it shall appear fit, for the examination of Candidates for Certificates of Ability for Common, or High, School Teachers;—and to examine, either by themselves, or by some other fit and proper persons, who may be, by the said Council, from time to time, therefor, appointed, and of which said other Persons, not less than five, shall form an acting Board of Examination,—and, at its discretion, to grant, or refuse, to any such Candidate such Certificate; and which Certificate shall be in the form to be decided upon and adopted by the said Council; and such Certificate shall be of force and effect for the purposes intended by this Act in any part of Upper Canada: Provided always, that no High School Certificate shall be granted to any Candidate whose proficiency in learning, and ability in teaching, in any branch, or department, of knowledge which shall be required to be taught by such Teacher shall not be at the least equal to that which is required in the same branch, or department, by the Laws in force at the time of the passing of this Act, to be possessed by a First Class Common School Teacher;—and Provided always, that the said Council may, at its discretion, but in accordance with the said Scale, grant a Certificate to any Candidate who has not studied at the Normal School; but who, upon examination, shall otherwise be entitled to a Certificate; but, in this case, the fact of non-attendance at the said School shall be noted in the Certificate; and Provided always, that all Teachers to whom Certificates shall be granted, shall be classed either as High School Teachers, or as Common School Teachers, and no other distinction of class shall be made; and Certificates may be granted to either Male, or Female, Teachers; and the said Council, or the Board of Examiners appointed by it, shall, at all reasonable times, examine any Person who shall make application, and who, in a sober and decent manner, shall present himself, or herself, for examination with a view to obtain a Certificate of Ability as a School Teacher; Provided always, that,—except, in the case of a Person who has studied in the said Normal School, and has not been expelled therefrom,—the said Application shall be accompanied with a Fee of Five Dollars, which said Fee shall be the perquisite of the said acting Examiners, whether a Certificate be granted, or refused; Provided always that when any Candidate has, after examination, been refused a Certificate, such Candidate shall not be entitled to demand another examination within the three months then next following the date of such refusal; and the said Council,—or Board of Examiners,—shall, from time to time, publish and make known the times and places where it will sit for the purpose of holding such Examinations.

6th. To duly examine, or cause to be so examined, and in such manner as may be determined on by the said Council, such Persons as may be desirous to accept the office, and who shall be recommended by the Municipal Council of any Township, Incorporated Village, Town, or City, in Upper Canada, as persons of discretion, and of correct moral conduct, and who are of the full age of 21 years, and are British subjects; and to authorise, by Warrant of appointment, such of them, who, after such examination, shall be found competent therefor, to examine Candidates for Certificates of Ability as School Teachers, and, at their discretion, but within the scope and bounds of their authority, both as to place and class, to grant, or refuse, such Certificates to such Candidates; and the said Council shall express in its Warrant if such authority is given to the person to whom the said Warrant is addressed, to grant both High School and Common School Certificates, or Common School Certificates only; and also the Municipality in which Certificates granted by virtue of any such Warrant shall have force and effect; which Municipalities shall be,—in the case of a City, or Town,—that City, or Town, the Municipal Council of which recommended the Person to whom the Warrant is addressed. And, in the case that the Person having such Warrant was recommended by the Municipal Council of a Township, or Incorporated Village, then the County in which such Township is situated—including any and all unincorporated Villages being wholly within such County, and so much of any unincorporated Village being partly within such County, as may be within such County. And the said Council of Public Instruction shall, from time to time, furnish such authorised Examiners with copies of all Rules and Regulations, and Programmes of Examination, etcetera, which shall be determined on by the said Council for the examination of Candidates; and it shall be the duty of the said authorized Examiners to act strictly and honestly in accordance therewith, and with the requirements and provisions of this Act, with respect to such Examinations and Certificates. And no Certificate granted by any such authorized Examiner shall be of any force, or effect, for the purpose of this Act in any other Municipality than that in and for which the person granting the same was authorized to grant Certificates at the date of the granting of such Certificate. And it shall be the duty of the said Council of Public Instruction to withdraw such Warrant from the person to whom the same was addressed, at any time when the said Council shall be satisfactorily assured that such Person is, through immoral conduct, or by any other means, unworthy any longer to be entrusted with such Warrant. And the said Council shall not have power to authorize any Person, or Persons,—other than those mentioned in Sub-section 5, who shall have power to grant Certificates for Upper Canada only, and no others—to hold Examinations and grant Certificates for not less than Upper Canada, unless such Person shall have been recommended to the said Council of Public Instruction by the Municipality wherein the Person, or Persons, shall be authorized to act, as herein provided. Neither shall the said Council of Public Instruction grant, or have power to grant, Certificates for less than for all Upper Canada.

7th. To frame and recommend, from time to time, such Rules and Regulations as it may deem expedient and advisable for the better management of Common Schools, and High Schools, and Public Libraries, in Upper Canada; but it shall have no power to enforce such, except in the said Normal and Model Schools; and as hereinafter provided.

8th. To enquire for and examine, and, at its discretion, to approve, or recommend, or disapprove, of Text-books for the use of Common Schools and High Schools and Public Libraries in Upper Canada; and, from time to time, to publish a List, or Lists, of such Books: Provided always, that Books which have been in popular use as Text-books in Schools in Great Britain and Ireland shall be taken to be approved of by the said Council for the same purpose and use in Schools in Upper Canada, and shall be included in the said List, or Lists; and that all Foreign Books in which the British Empire, or People, is treated with contumely, shall be excluded from such List, or Lists.

Receiver-General to Notify the Council of the School Grant.

SECTION IV. And it shall be the duty of the Receiver General of the Province of Canada, on, or before, the first Wednesday in May in each and every year, to notify to the said Council of Public Instruction for Upper Canada the full amount of all moneys granted, or provided, by the Legislature for the Educational Assistance Fund of Upper Canada for the current year, and also how much of said moneys will be payable during such year. And all such moneys which shall be payable for the purposes of this Act in any one year, shall be payable by the Receiver General as directed by the said Council of Public Instruction in accordance with this Act, to the respective Municipalities in Upper Canada; and for, and on account of, the Normal School in Toronto and the Model Schools therein; and for other matters and things, as sanctioned by this Act, on some day, not later than the fifteenth day of September in such year.

SECTION V. And it shall be the duty of the said Council of Public Instruction, so soon as it can in each year after receiving the notification from the Receiver General, as provided for in the last preceding Section, to apportion the said moneys which will be payable in the then current year, together with all balances which shall remain in the hands of the said Council from the next previous year, as follows:—

1st. A sum not exceeding $2,000 shall be apportioned to the Superannuated School Teachers' Fund, now established by Law.

2nd. A sum not exceeding $2,000 shall be apportioned as a Special Grant for additional Educational Assistance in newly settled and poor Townships. And the said Special Grant shall be distributed among the said Townships by the said Council, and at its discretion; but shall be expended therein in accordance with the provisions and requirements of this Act.

3rd. A sum not exceeding $6,000,—to which may be added all such Fees as the said Council shall impose upon Pupils, not being Student Teachers, who attend for instruction at the Model, Common and High Schools in the Normal School,—for the paying and defraying the Salaries of all Masters and Teachers—the same not being Student-Teachers,—engaged and employed by the said Council in teaching in the said Normal and Model Schools, and of all other Officers and Domestics employed therein by the said Council, and all other incidental and contingent Expenses of the said Schools, including the maintenance of the Buildings and Furniture and Grounds thereof in a good and sufficient state of repair, as by this Act required.

4th. A sum not exceeding $1,000 to assist such Student Teachers as may require assistance to attend the Normal School.

5th. A sum not exceeding $1,000, to be expended by the said Council, and at its discretion, in the purchase of Books, Publications, Specimens, Models, and other Objects suitable for a Canadian Educational Library and Museum; and which said Library and Museum shall be kept in some suitable part of the Normal School Buildings, due regard being paid to the convenience of the Masters, and Student Teachers and other pupils.

6th. A sum not exceeding $400, for paying the salary of the Clerk of the said Council, if the said Council should see fit to appoint such an Officer: provided always that such Officer shall not be appointed to any other office by the said Council; and Provided always, that all unexpended parts, or balances, of the aforesaid moneys mentioned in the next preceding Sub-sections Numbers 3, 4, and 5, of each and every year shall be added to, and form part of, the said Educational Assistance Fund for the year then next following.

7th. And, after deducting the aforesaid sums, as provided in the next preceding Sub-sections Numbers 1, 2, 3, 4, 5, and 6, from the total amount to be apportioned by the said Council, to apportion and apply the remainder thereof, as follows, that is,—one-eighth part of such remainder shall be applied to the purpose of establishing and maintaining Public Libraries in the following Municipalities, videlicet: The Townships, Cities, Towns, and Incorporated Villages, in Upper Canada; and the said eighth part shall, for the purposes of this Act, be called the Library Money.—And the remaining seven-eighths shall be applied to the purpose of assisting to pay the Fees of School Teachers in the said Municipalities; and the said seven-eighths shall, for the purposes of this Act, be called the School-Fee-Money. And the said Council shall divide and apportion each of the said Moneys among the said Municipalities in the manner following, that is to say:—one-half of each of the said Moneys—to wit, the Library Money, and the School-Fee Money,—shall be apportioned among the said several Municipalities in proportion to the School population in each, as compared with the whole School population of Upper Canada, for the then current year; and the other one-half of each of the said Moneys shall be apportioned among the said several Municipalities in proportion to the amount of the assessed actual value of the Real Property in each, as compared with the total amount of the assessed actual value of the whole of the Real Property in Upper Canada, for the said then current year, to be determined by the then last revised Assessment Roll of said places respectively; and for this purpose the assessed yearly value of the Real Property in each of the said Cities, Towns, and Incorporated Villages, shall be taken to be the assessed actual value of the Real Property in that place. And the said Council shall make and finish and complete the apportionment herein required before the fifteenth day of August in each year; and shall forthwith notify the Receiver General, and also the Head of each of the aforesaid Municipalities, of the Apportionment so made, (and which Apportionment, and notice thereof, shall include the special Grants made, as provided for by Sub-section Number 2, of this Section;) duly distinguishing the Library Money from the School-Fee Money; and the several portions of the Educational Assistance Fund so apportioned to the said several Municipalities shall be forthwith payable by the Receiver-General to their respective Treasurers. And the several portions of the said Fund as provided for by Sub-sections Numbers 1, 3, 4, 5, and 6, of this Section, shall be paid by the Receiver General as he shall be directed so to do by the said Council.

The Council of Public Instruction to Report Annually to the Governor.

Section VI. And the said Council of Public Instruction for Upper Canada shall, on some day in December,—not later than the 15th,—in each and every year, make a Report to the Governor General of the Province, and to each House of the Legislature, of the General State of Education and progress of useful knowledge in Upper Canada, in such form as to the said Council shall appear fit; and, for this purpose, the said Council shall have power, and is hereby authorized and required, to call for Returns from all Universities, and Colleges, and other Seminaries of Learning, and from all the aforesaid Municipalities which have in any way received pecuniary aid, or assistance, direct from the Provincial Legislature for Educational purposes; and such Returns shall be in the Form, and to the effect, and at the time, or times, which shall be decided upon by the said Council: Provided always, that the Returns required from Common and High Schools shall be made through the Municipal Council of the Municipality in which such Schools are respectively situated. And, if it shall so happen, that any one, or more, of the aforesaid Municipalities shall make default in any year in making such Returns as the said Council shall require, in accordance with this Act,—which Returns shall contain just and true Accounts of the Receipt and Expenditure of the Library Money, and School-Fee Money, and of all other Moneys received and expended by such Municipality for the assistance of Education, it shall be lawful to and for the said Council, and the said Council is hereby required, to withhold from each and every such Municipality so making default, all money and moneys, and all and every apportionment from the Educational Assistance Fund, to which such Municipality would otherwise be entitled in the next, and every other, following, year, until such Municipality, so making default, shall make the required Returns to the satisfaction of the said Council.

Members of the Council of Public Instruction to be paid.

Section VII. And be it enacted, that the Members of the said Council of Public Instruction for Upper Canada shall be paid for their Services, as by this Act required, such Salaries, and shall be subject to such Fines for non-acceptance of Office, and for non-performance of the duties of Office, after having accepted the same, as to the Provincial Legislature shall seem good. And such Salaries, and all other incidental expenses for Record Books, and printing, and stationary, reasonably incurred in the proper discharge and performance of the Official Duties of the said Council shall be a charge upon the General Revenue of the Province and shall be paid out of that part thereof coming to Upper Canada. And all Letters and Parcels upon Official business of the said Council, when distinctly marked as such, and sent, by, or from, and to, the said Council, by Mail, shall be fully exempt from all Postage charges.

Who may form a School Share Company.

Section VIII. And it shall be lawful for any number, (not less and five,) of Persons, being British Subjects, each of the full age of twenty-one years, and residing in Upper Canada, to form themselves into a School Share Company for the purpose of holding Real Property in any part of Upper Canada, either by Deed of Conveyance, or by Lease for a term of time, for the purpose of establishing and maintaining thereon, in accordance with the provisions and requirements of this Act, either a High School, or a Common

School, or both united; or, at the discretion of such Company, a Private School: Provided always,—

1st. That each such Company, at the time of its formation, shall determine, First —the name by which such Company shall be known and designated; Second—the number of Trustees which shall be elected by such Company; and which number shall not be less than three, nor more than nine; and shall elect such Trustees; Third—the manner in, and the times at, which, the Successors in office of such Trustees shall be elected; the number of Shares which shall be held by such Company, and the value of such Shares; and the number of Shares which shall be allotted to each Member thereof. And each and every Person qualified, as above required, to be a Member of such Company, and holding one Share in such Company, shall be a Member thereof; and there shall be no fractional portions of any Shares. And the same shall be recorded in the Deed of Formation; and the said Deed of Formation shall set forth that such Company was formed in accordance with this Act; and shall bear the date of time when, and shew the place at which, the same was executed, and shall be signed and sealed by each Member of the Company. And the required property may then be conveyed by Deed of Conveyance,—or the same may be leased, unto the said Trustees and their Successors in office, to be by them held in Trust for such Company for the said School purposes. And such Deed, or Lease, shall state the name of the Company, for which such Trustees hold such property, and the name of the Trustees to whom such property is granted, or leased, and shall specify the manner in which the Successors in office of such Trustees shall be elected, and the purposes for which such property is granted, or leased; and such Trustees shall record such Deed of Formation, and Deed of Conveyance, each within three months from its respective date; and such Trustees, and their Successors, in perpetual succession, by the name expressed in such Deed of Formation, shall be capable of taking, holding, and possessing, such Real Property,—and, in the case of a Lease such Trustees and such Successors shall be capable of taking and holding, until the lawful determination of such Lease, such Real Property,—in trust for the use and benefit of such Company for such School purposes, and for no other purpose; and of commencing and maintaining any action, or actions, at law, or in equity, for the protection thereof, and of their right thereto: Provided always, that there shall not be held in trust as aforesaid more than,—if, in a Township, three acres,—and, in a City, Town, or Incorporated Village, one half acre,—of and, at any one time, for any one School: and provided also that no such Company shall hold at any one time more than one School premises; but any Member of any such Company may be a Member of any other such Company, or Companies: And Provided also, that the Governor do issue a Patent to such Company for such parcel of land for such School premises from any lot of land for which a license of Occupation has been granted, but for which no Patent has issued, upon payment of a reasonable price therefor, and the production of the transfer of the right of such Locatee to such parcel of land to such Company.

2nd. Such Real Property, so held by such Company, while so held by it, shall not be in any way used for, or applied to, any other than such School purposes:—save only that the same may be used on the Sabbath days, and other convenient times, if allowed by the Trustees, for the purpose of Public Worship of Almighty God.

3rd. No such Real Property so held by any such Company for such School purposes as aforesaid shall be sold, or leased, or in any other way parted with, to any other Company, or Companies, or to any person, or persons; neither shall any such Company be dissolved, unless by unanimous vote of all the Members of such Company, and a By-law so passed to that effect:—excepting always, that such Real Property may be leased by the Trustees then in office of the Company in the manner and for such School purposes as herein after provided for: and Provided always, that at any time upon such unanimous vote and By-law to that effect being passed, it shall be lawful for, and competent to, the said Trustees to make a good and sufficient Deed of Conveyance of the said Real Property, if such Real Property shall be then held by such Company by such Deed of Conveyance, or, if such Real Property shall be then held by such Company by lease, then to transfer such lease for the unexpired portion of the term thereof, to any party, or parties, as determined upon by such Company, and the said Company shall then be thereby dissolved.

4th. The Shares of such Company shall be transferable to any Person, or Persons, and to no others,—who according to this Act, shall, at the time of such transfer, be qualified to become a Member, or Members, of such Company; and no mere transfer of Shares by any Member, or Members, of such Company shall be construed to be a parting with such Real Property, or a dissolution of such Company; and every duly qualified Person lawfully acquiring any Share, or Shares, in any such Company, either by purchase, or otherwise,—except as in the next preceding Sub-section—shall thereby become a Member of that Company, under the name and for the purposes for which the same was first formed. And no such Company shall, at any time, change the name which was first taken by it at the time of its formation.

5th. Each Member of any such Company shall have so many votes upon any question, or matter, of business belonging to such Company and to be decided upon by a vote of its Members, as he has Shares in the Company. And no Person not being a Member of such Company shall be a Trustee thereof.

6th. No Member of any such Company shall, by reason of such membership, be in any way held, or liable, for any debt, or debts, of any other Member, or Members of that Company. And no such Member shall be in any way held, or liable, for any debt, or debts, of that Company, to a greater amount than the proportion which the Shares held by him shall bear to the total amount of all the Shares held by that Company.

7th. The Trustees for the time being of any such Company shall have power to enforce payment in a summary way of any debt, or debts, due to the Company from any Member, or Members of that Company, when such debt for which payment is enforced shall be over due and unpaid for one month, by distress and sale of the goods and chattels of such Member so making default, together with the costs of such distress and sale, and for such purpose may seize and levy upon any such goods and chattels, which may be found in any part of Upper Canada. Or such Trustees may sue for payment of any debt due to the Company by any Member of it, or from any other Person, or Persons, in any competent Court; and every judgment of whatever amount given in favour of such Trustees in any such suit shall apply equally to the Real Property as to the personal property of such debtor, if personal property of such debtor shall not be found sufficient to satisfy such judgment.

8th. Each such Company shall be a Corporation and may sue and be sued, but always through the Trustees for the time being; and shall adopt and use a Common Seal. And all By-laws, and Instruments of Record, and other Documents of such Company shall, to be valid, be signed by at least a majority of the said Trustees, and shall be sealed with the Seal of the Company.

9th. In accordance with the provisions and requirements of this Act, it shall be lawful for each such Company from time to time to pass such By-laws and to make such Regulations for the management of such Real Property and erection and maintenance of Buildings thereon for the purposes intended, and for the management and direction of the affairs of such Company generally, as to it shall appear fit and expedient.

Powers of the School Share Company.

Section IX. That any School Share Company may, but always acting through its Trustees, Lease according to its power, for a term of time, and, from time to time, such Real Property to any duly Authorized School Teacher upon such terms as such Trustees and Teacher may agree, as to rent, etcetera, for the purpose of teaching and keeping either a High School, or a Common School, or both, thereat, according as such Teacher may be authorized, in accordance with this Act. And the Rent, or Rents, paid for the use of such Property by such Teacher, and Teachers, shall belong to and be the property of that Company, and may be shared among its Members.

Responsibility of the Company to Teachers.

Section X. That the Trustees for the time being of any such Company may, if it be so determined upon by the Company electing them, but not otherwise, instead of leasing such Real Property to such Authorized Teacher, agree with and hire and employ one, or more, Teachers to teach and keep School thereat, in accordance with the requirements of this Act; and in such case of hiring and employing any such Teacher, or Teachers, the Company shall be responsible to such Teacher, and Teachers, for all Salaries and Wages due to them, or any of them respectively, by virtue of such Agreement. And all Fees paid for, and on account of, Pupils attending such School shall belong to, and be the property of, that Company. And if such Salaries and Wages, or any part thereof, be not paid by such Company when due, it shall be competent for such Teacher, or Teachers, respectively entitled to the same, to sue for and recover what is due to him, or them, according to the terms of such Agreement, in any competent Court. And if Pupils are not received and instructed in such School, as required by this Act, such School shall be deemed and shall be a Private School.

Duties of Examiners of School Teachers.

Section XI. That it shall be the duty of each authorized Examiner, (other than the Board, as provided for by Sub-section 5 of Section III.) appointed by Warrant of the Council of Public Instruction, either alone, or, at his own discretion, in conjunction with some other authorized Examiner, to examine, in strict accordance with the requirements of this Act and the terms of his Warrant, at all reasonable times, any and each Applicant for a Certificate of Ability to teach a Public School, who shall present himself, or herself, in a sober and decent manner for such purpose, and who shall preface such Application with a Fee—in case the application be for a Certificate for a High School,—of $3; and if it be for a Common School, of $2; and to grant, or refuse, such Certificate, as such Examination shall justify him to do. And the said Fee shall be the perquisite of the said Examiner, whether a Certificate be granted, or refused; Provided always, that no such Examiner, who is not warranted to grant a Certificate of Ability to teach a High School shall take, or receive, any Fee for Examination for such a Certificate; but such taking, or receiving, if any, shall be deemed an extortion. And all applications for examination shall be made in writing. And every such authorized Examiner shall keep a true record of all applications made to, and of all Certificates granted by, him, in a Book which he shall keep for that express purpose. And the Teacher to whom a Certificate of Ability is granted shall sign such Record of the same.

To be optional with Teachers if re-examined.

SECTION XII. That no Applicant, or Teacher, who has duly obtained any such Certificate of Ability shall be required to attend at any time, or place, for the purpose of re-examination before any Examiner for the same Municipality in which the Certificate held by such Teacher is in force and has effect; unless such Teacher shall have desisted from teaching in a Public School for one entire year. And any Teacher may, at any reasonable time, at his, or her, own discretion, make application for a re-examination with a view to obtain a Certificate of a higher class, or grade; but every application shall be accompanied with the Fee as required in the next preceding Section.

Liability of Teacher for altering Certificate Figures.

SECTION XIII. That if any Teacher, to whom a Certificate of Ability, or of Authority, or permission to Teach, as provided for by this Act, has been granted, shall, in any way, change, or alter the same, or erase, or change, or alter any of the figures, or marks therein, or shall insert any thing therein, so as to change the import and meaning of such Certificate, or shall cause, or allow, the same to be done,—with intent to defraud any Person, or Persons, such Teacher shall, upon conviction thereof before any competent Court, be adjudged guilty of forgery. And no Teacher shall be recognized as a High School Teacher, or shall have authority to teach in any Public High School in Upper Canada to whom a Certificate of Ability to that effect, as required by this Act, has not been granted, except a Graduate of some University, or University College. And any such High School Teacher may, at his discretion, keep and teach a Common School, or may keep and teach both a High School and Common School unitedly.

School Terms and Holidays.

SECTION XIV. There shall be held in each Public High School and Common School in Upper Canada during each year two School Terms; and the First, or Summer Term, shall commence on the tenth day of April, and shall end on the ninth day of October next following; and the Second, or Winter Term, shall commence on the tenth day of October, and shall end on the ninth day of April in the then next following year. And during each Term each Saturday shall be a Holiday, and also in each year New Year's day, Good Friday, Her Majesty's Birth-day, or the Birth-day of the reigning Sovereign, and 21st day of June,—but if such 21st day of June shall happen on a Sunday, then on the next day, or such other day near thereto as the Council of the Municipality in which the School is situated may appoint instead thereof—and Christmas; and also other days —but not more—which may be determined on by the Council of the Municipality where such School is held: Provided always, that it shall be lawful to and for each Teacher of any such School, who has duly kept School during either such Term until the last day of September, or until the last day of March, as the case may be, to close such School at Noon on such day; and if either of such days shall fall on Saturday or on Sunday, then on the Friday next before; and if the last day of March shall happen to be Good Friday, then on the Thursday next before. And no such School shall be commenced earlier than Eight in the morning, nor continued later than Five in the evening; nor be occupied in learning, or teaching, for more than six hours in each day.

Municipal Council to grant Certificates of Authority to Teachers, under certain conditions.

SECTION XV. And it shall be the duty of the Municipal Council of each Township, (or Union of Townships, as the case may be,) City, Town, or Incorporated Village, in Upper Canada, upon application therefor by any Teacher, who shall lay before such

Council his, or her, Certificate of Ability, and testimonials of correct moral character and conduct, and also a written, or printed, Declaration, stating the Religious Faith of such Teacher, and Form of Morning and Evening Prayer, and the Rules and Regulations such Teacher intends to use and keep and observe, in keeping and teaching a Public School, but which Rules and Regulations may not be in anywise contrary to this Act, and a Table, or List, of Fees for Instruction which such Teacher intends to charge, and a list of Text-books which he intends to be used in teaching,—to examine the same, and, unless prevented by some reasonable objection, as herein stated, to grant to such Teacher a Certificate of Authority to teach within that Municipality, such School is as indicated by such Certificate of Ability, during the then current School Term; or if that is within one month of its termination, then during the remainder of such Term, and also the then next ensuing Term, and no longer: Provided always, that if such Council entertain any doubt of the correctness of such Certificate of Ability, or is not satisfied with such Testimonials of moral character, or shall deem such Rules and Regulations to be unlawful, it shall withhold such Certificate of Authority; but may, at its discretion,—but not if it deem such Rules and Regulations to be unlawful—grant a Certificate of Permission to such Teacher; which Certificate of Permission shall have the same force and effect, except as is herein provided to the contrary, for the time—unless it be previously suspended, or annulled,— for which the same was granted, and no longer, as a Certificate of Authority. And no such Certificate of Permission shall be granted by any such Council for a period of time longer than that for which such Council is hereby empowered to grant a Certificate of Authority. And Provided always, that no such Certificate of Authority, or Permission, shall be issued to any such Teacher, until such Teacher shall have fyled, with the Clerk of the Municipality granting the same, a copy of the Certificate of Ability and Declaration which such Teacher shall have laid before that Council, with the solemn Declaration of such Teacher, in his, or her, handwriting, and signed by such Teacher, attached thereto, to the effect that such copy is a true and correct copy, according to the import thereof. And those Teachers to whom have been so granted such Certificates of Ability and Authority, or Permission, shall, for the purposes of this Act, be taken to be, and shall be, Public School Teachers in Upper Canada. And it shall be the duty of each such Council which shall entertain any doubt of the correctness of any such Certificate of Ability so laid before it, to forthwith communicate respecting the same with the party represented to have granted such Certificate of Ability. And it shall be competent to each such Council, and it is hereby required, upon complaint made, by any one credible Person, of immoral conduct on the part of any Public School Teacher to whom such Council has granted any such Certificate of Authority, or Permission, to hear, and determine upon, such complaint; and if it shall be satisfied that such complaint is well founded, then, at its discretion, to suspend for a time, or altogether annul, such Certificate: Provided always, that such Council shall not hear and determine upon any such complaint against any Teacher, to whom it has granted a Certificate of Authority, made after the date of such Certificate, of any matter and thing, and said to have been done by such Teacher before the date of such Certificate. And it shall be the duty of each such Council, as it may be required, from time to time, to renew the Certificates of Authority granted by it, to those Teachers, and to those only, whose continued Correct Moral Conduct shall, in the judgment of such Council, entitle them to such renewal. And no such Council shall renew a Certificate of Permission so as to enable a Teacher to keep, or teach, in any School by virtue thereof, longer than, if such Certificate was granted at, or near after, the commencement of a Term, then, to the end of that Term; and, if near before the close of a Term, then, to the end of the next ensuing Term: Provided always, that it shall be competent to the Head of any such Municipality to grant to any Applicant having a Certificate of Ability, and to whom the Council of the Municipality has not granted, nor refused, a Certificate of Permission, a Certificate of Permission to be in force until the then next Meeting of such Council. And no Fee shall, in any case, be charged to any Public School Teacher for any Certificate of Authority, or Permission. And no such Certificate of Authority, or Permission, shall be of force, or effect, in any Municipality other than that in and for which the same was granted.

General Duties of School Teachers.

Section XVI. And it shall be the duty of each Public School Teacher in Upper Canada,—

1st. To provide himself, in a lawful manner, either by lease, or purchase, or otherwise, with a suitable place and House wherein to keep and teach a Public School in such part of the Municipality in which he is authorized, or permitted, to teach, as he may select for that purpose, and forthwith to give notice to the Clerk of the Municipality of the place and House, or Premises, so provided by him.

2nd. And to keep and maintain the same during the time it is so used by him in a state fit and proper for such purpose.

3rd. And to publish and make known his intentions to keep a Public School, by posting at least two fair copies, either written, or printed, of his Certificate of Ability and Declaration to the Muncipal Council of that Municipality, and of Certificate of Authority, (or Permission, as the case may be) in some conspicuous place within his School Room; and by such other lawful means as he may choose to adopt.

4th. And, in the case of a High School Teacher—specially—to keep and teach a Common School in the Municipality in which his Certificate of Authority, or Permission, is of force and effect, if thereto required by the Council granting such Certificate.

5th. And to receive for instruction each child of School age—that is, between the ages of nine and sixteen years, (or at least as many such as he is able to receive)—which he may be required thereto, in accordance with this Act, by the Council which has granted him a Certificate of Authority, or Permission; and by the legal Guardian, (whether such Guardian be the Parent, or not), for the time being of such child residing within such Municipality at that time;—excepting always such child and children as such Teacher is, by this Act, allowed to refuse. And Provided always, that each such Guardian requiring his child to be so received by such Teacher shall enter his, or her, name, and place of residence, and the name and age of each such child by him, or her, so required to be received, and the date of such entry, in a Book, which shall be kept by such Teacher for that purpose; and which Book shall be headed with some suitable heading, shewing the purpose for which the same is intended; and no other than such entries shall be made in the said Book. And if it shall so happen that any such Guardian cannot write his, or her, name, then the said Teacher shall, at the request of such Guardian, and in the presence of some other grown-up person, make the required entries, and such Guardian shall make his, or her, mark to the same, and the said other grown-up person shall witness such entry by writing his, or her, name thereto, if able so to do; and if not so able, then by making his, or her, mark thereto. And each such respective entry in such Book, shall be sufficient evidence that the Guardian, whose name is at such entry, so entered, agrees to the terms and conditions upon which such Teacher engages to teach and instruct the child, or children, of such Guardian, both with respect to the Fees to be paid for the tuition of such child, or children, and all other matters connected therewith and in the said Declaration contained; and such Guardian, whether a Parent of any such child, or not, shall be bound by such Agreement, but always subject to the provisions of this Act.

6th. To keep neatly a true and correct Register of all Pupils attending his School during the Term, properly distinguishing those of School age from those over, or under if any, and residing within the Municipality; and also in like manner those who may attend from any other Municipality, if any, and shewing the Municipality in which they respectively reside; and also shewing therein the daily attendance of each Pupil, and also the nature and description, and, so far as practicable, the extent, of the Studies pursued by each of such Pupils, and also the general moral conduct of each—in such Form as shall be prescribed and required by the Council of Public Instruction of Upper Canada; and to deliver such Register, properly footed up, with the said Teacher's Solemn Declaration of the correctness thereof, and signed by such Teacher, attached thereto, to the Clerk of the Municipality in which such School is, within three secular days next after the termination of such School Term.

7th. To teach and instruct faithfully and diligently, to the best of his ability, all Pupils whom he shall receive for instruction, in all the branches and departments of knowledge which he shall profess and engage to teach, according to the terms and conditions of his Agreement with those who employ him, and the provisions of this Act.

8th. To evince a kind and earnest regard for the improvement and general welfare of his Pupils, whom he should look upon as, in a manner, his family, and for whose future welfare he will be, to a certain degree, responsible: to treat them with kindness, combined with firmness, and to aim at governing them by an appeal to their reason and affections, rather than by harshness and severity: to pay the strictest attention to their Morals and general Good-Conduct; and to embrace every opportunity of inculcating in their minds the principles of Truth and Honesty, and of Reverence for the Almighty; and the duties of proper respect to Superiors, and of due obedience to all persons justly placed in authority over them, and of Order, Temperance, Neighborly-Kindness, Cleanliness, Neatness and Decency; and hatred of vice, quarrelsomeness, cruelty, injustice, lying, tyranny and oppression.

Teachers to adopt such Rules and Regulations as they may deem proper, but in accordance with this Act.

SECTION XVII. And it shall be lawful to each Public School Teacher to determine upon and adopt, such Rules and Regulations, and such mode of Teaching, for the management of, and teaching in, his School, as he shall deem fit and proper: provided the same are not contrary to this Act, nor detrimental to Public Morals. And to determine upon and select from the List, or Lists, of Text Books for the use of Public Schools, which shall be published by the Council of Public Instruction for Upper Canada such Books as he shall prefer to be used in his School for Text Books, and to disallow therein the use of all others:—Provided always that no Teacher shall use, or allow to be used, in his School, any such Books, which were disallowed by this Council. And also to charge, demand, and receive such Fees for instruction in his School, as he shall deem just,—except always, as hereinafter provided,—from all Persons sending any Pupil, or Pupils, to his School; and also to provide lawful Text Books for the use, during the current Term, of such of his Pupils as are not provided with them, and to charge a reasonable Fee for the use of such Books, and also for the School Room and Apparatus, and for fuel; and also to provide Board and Lodging, if he so please, for such Pupils whose Guardians have required him in writing so to do, and to charge a reasonable price therefor, and to add the same, and all the said other Fees and charges to his charge of Fees for instruction, and to demand and receive pay therefor: Provided always, that such Teacher has duly published and made known, before commencing to keep and Teach such School, all and singular, such Rules and Regulations, mode of teaching, selection of Text-books, Fees to be charged for instruction, and for use of Text Books, and for use of School-room and Apparatus, and for fuel, and charge for Board and Lodging.

Summary mode of collecting Teacher's Fees.

Section XVIII. And it shall be lawful to each such Public School Teacher from and after, but not before, the expiration of one week after the commencement of each School Term to receive for instruction during such Term, in addition to those Pupils whom he is required to by Sub-section five of Section Sixteen of this Act to receive, any child, or children, whose Guardian, or Guardians, request him so to do, and who agree to and sign his terms and conditions. Or such Teacher may refuse to receive such other additional child, or children.—And if it shall so happen that any Person, or Persons, duly indebted to any such Public School Teacher in any sum, or sums, for any such matter, or thing, as mentioned in Section Seventeen of this Act, shall neglect, or refuse, to pay any such sum, or sums, or any part thereof, the same not exceeding Forty dollars, to such Teacher entitled to receive the same, according to the terms and conditions of his, or their, agreement with such Teacher, such Teacher, upon application and complaint made to any Justice of the Peace having jurisdiction in the place in which any such person so neglecting, or refusing, shall reside, or in which he may have property, in any part of Upper Canada, and whether such place be, or be not, the same in which such Teacher kept, or keeps, the School at which such debt was contracted, shall be entitled to all the provisions of the Act, 10th and 11th Victoria, Chapter 23, made for the ordering of payment of wages, and all such sums as above mentioned shall be deemed wages for the purposes of this Act; and such Justice of the Peace is hereby authorized and required to deal with the complaint accordingly. Or such Teacher may, instead of making complaint to a Justice of the Peace, sue for any such sum, or sums, due to him, in any competent Court: Provided always, that no Guardian shall be required to pay any Fee for Board, or Lodging, or for the use of Text Books, for any Pupil for whose Fees such Guardian is responsible, unless—if the Fee be for the use of Text Books—such Pupil has actually received the use of such Books; and if the charge be for Board, or Lodging, or both, then, not unless such Guardian has requested in writing that such Board, or Lodging, or both, as the case may be, should be provided by such Teacher for such Pupil.

Teachers Exempt from Public Service.

Section XIX. That each such Public School Teacher, while duly holding a Certificate of Authority, or Permission, shall be exempted from Statute Labour, unless such Teacher shall be assessed for property, either Real, or personal, or both, held by him, to the amount of more than Four hundred dollars.—And shall be exempt from attending any Militia Muster, and from actual service at any time, except in case of war, invasion, or insurrection; and it shall not be requisite for him to fyle any claim to such exemption, or to give any notice thereof to any Militia Officer, unless applied to therefor at the School of such Teacher by the Commanding Officer, personally, of the Company within the limits of which such Teacher has his School.—And he shall be exempt from serving in the office of Constable; and also from each and every Municipal Office to which he might otherwise be appointed by any Municipal Council; and shall be exempt from serving as a Juror, upon any Jury. And each Public School-premises, the same not being more in extent than by this Act allowed, and not assessed at more than One thousand dollars; and by whomsoever the same may be held; and set apart, in some manner satisfactory to the Municipal Council of the Municipality in which the same is situate, for such Public School purposes for at least one year, commencing with the first Term in any year; and whether the same be actually used for such purpose, or not, provided that the same during such time, if not used for such Public School purposes, is not used for any other purpose, shall be exempt from all Taxes for that year; Provided always, that, at the time of assessment, claim for such exemption shall be made in writing to the Assessor by some reliable Person, who will become responsible for the Taxes which may be charged against such property, if such exemption be not allowed by the then next Court of Revision for the place where such property is situated; or if such premises be assessed at more than $1,000; or if such Premises shall cease to be entitled to such exemption; and if such claim be allowed by such Court, and the said Premises be assessed at more than $1,000. then the Taxes shall be charged for the excess of the Assessment over the $1,000; and, if such claim be not allowed by such Court, the Taxes shall be charged for the full amount assessed, as determined on by such Court; and such Court shall decide if the Taxes to be charged for such excess, or for the full amount assessed, or if the same shall cease to be entitled to be exempt from Taxes, as the case may be, shall be charged against the property of such Person so becoming responsible, or against such School Premises. And provided always, that no Premises used for any School, other than a Public School, as by this Act intended, shall be hereby entitled to any such exemption from any Rate, or Tax, which may be charged against the same. And the Normal School, and all Buildings, and all property belonging thereto, shall be always exempt from all Rates and Taxes, and need not to be assessed.

SECTION XX. And it shall be lawful to and for each Public School Teacher engaged in teaching any Public School to hire and employ, for the purpose of assisting him in teaching such School, any other such Teacher holding a Certificate of Ability of the same, or a higher, class, and also duly holding a Certificate of Authority, or Permission, in force and effect in the Municipality in which such School is, upon such terms as they may agree upon; but such Assistant Teacher shall not thereby have any claim, or claims, for such service upon any person, or persons, other than the Teacher, or his legal Representatives, so employing him.

Pupils refused admission into Schools in certain cases.

SECTION XXI. And it shall be lawful to and for each Pubic School Teacher,—other than an assistant Teacher, as described in the next preceding Section, but it shall not be lawful for such assistant Teacher,—engaged in teaching any Public School in Upper Canada, to refuse to receive into his School, for instruction therein, any child residing in the Municipality in which such School is,

1st. Who is under, or over, School age; or, of School age, if such Teacher shall certify in writing, to the Guardian of such child that he, (the Teacher,) has not room to receive such child into his School, or that he entertains doubt of being duly paid for School Fees for such child;

2nd. Any child who is dirty, or not decently clothed; but such refusal shall cease when the cause therefor is removed;

3rd. Any child having any cutaneous, or contagious, disease; and also to exclude any child who, after having been received into the School, is found to be so infected;

4th. Any child—and each such Teacher is required to refuse such,—who shall be known to be in the habit of uttering profane cursing, or swearing, or other blasphemous language; or, of any other immoral habits, and who shall be certified to such Teacher as being known to be of such immoral habits, in writing signed by, at least, seven of the Guardians of the Pupils whose names are entered in such Teacher's Book of entries;

5th. And in the case of a High School Teacher, and in such case only,—any child not able,—First, to read intelligibly and correctly any passage in any common reading-book; Secondly, To spell correctly the words of any ordinary sentence; Thirdly, To write a fair hand; Fourthly, To work readily and correctly questions in the simple and compound rules of Arithmetic, and in Reduction and Simple Proportion; Fifthly, To parse any easy sentence in prose; Sixthly, To state the definitions and outlines of Geography;—and, in the case of a female Teacher,—any male Pupil not under twelve years.

SECTION XXII. And each such Public School Teacher shall, while holding a Certificate of Permission, or Authority, be disqualified to vote at any Election for any Member, or Members, of the Municipal Council of the Municipality in which he is authorized, or permitted, to teach School; and shall also be disqualified from being elected a Member of such Council. And no such Certificate of Authority, or Permission, shall be granted by any such Council of any Municipality hereby authorized to grant such Certificates to any Member of such Council.

SECTION. XXIII. And each such Public School Teacher shall, while duly holding a Certificate of Authority, as provided for by this Act, if not otherwise qualified, be thereby qualified and entitled to vote at any Election held in, or for, the Municipality in which his Certificate is in force, for a Member of the Legislative Council, and also for a Member of the Legislative Assembly.

Duties of Municipal Councils—Pecuniary Assistance.

SECTION XXIV. And it shall be the duty of the Municipal Council in each Township, City, Town, and Incorporated Village in Upper Canada, to assemble and meet, in Public, and, at its usual place of meeting, on some day between the 15th and the 30th days in September in the year 1861; and also on some day between the 15th and 31st days of March, and on some day between the 15th and 30th days of September in each and every year thereafter; and such Meetings of each such Municipal Council shall be called the Public School Meetings of that Municipality, represented by such Council; and at each such Meeting no other business shall be entered upon by any such Council until the business which such Council is hereby required to transact and perform shall be finished and completed, as hereby required; but such Council may adjourn from time to time; Provided always, that such business hereby required to be transacted and performed by such Council shall be so finished and completed before the said last days in September and March respectively, in each year. And a Record of all such School business so transacted and performed, and of all Resolutions, Decisions, and By-laws, and Orders, and other matters relating thereto made and done, and of moneys received and expended for Public Schools and Public Libraries by such Council, by virtue of, and under the authority of this Act, shall be made and kept in a Book, or Books, separate and distinct from the Book, and Books, required and used for the other Municipal business of such Council. And each such Council shall, at its Meeting in September in each year, divide the School-fee Money which shall be notified to it by the Council of Public Instruction for Upper Canada, as being payable for and during that year to, and for the use of, the Municipality represented by such Council, into two equal parts; and shall apply one of such equal parts of said School-fee Money to the purpose of Educational Assistance during the Second School Term in that year, and which said Second School Term will then be near its commencement, to and for the use of the Guardians of children of School age residing in that Municipality.—And shall reserve the other said equal part of said School-fee Money to be applied to the same purpose during the First School Term in the then next year. And at each such Public School Meeting of each such Council, such Council shall receive, and determine upon the application of each, and all, Guardians of any child, or children, of School age then residing within that Municipality, who shall choose then to make application for Educational Assistance in Educating such child, or children; and shall enquire into the circumstances of each such Applicant, with respect to the amount of his property, the number, and ages, of the children in his family, and such other matters as the said Council may deem fit, and shall decide what part, or portion, of the required School Fees, for the child, or children, for whose Education assistance is applied for, (for the Term then next ensuing), shall be paid by such Applicant, and shall make Order for him to pay the same to the Treasurer of the Municipality, and shall appoint the time for such payment to be made; and shall also decide what amount of the School-fee Money shall be apportioned to such Applicant for the Educational assistance of such child, or children, and shall apportion the same to him, to be added to the part which shall be paid by such Guardian so making application. And the amount, or portion, of the School-fee Money in any Municipality which is apportioned to any Guardian, shall not be regarded in the light of, or as, a gratuity of that Municipality; but as a Right to which such Guardian is entitled, and which is acknowledged by Law, in order to assist and enable him properly to perform his duty to his Country: Provided always, that no such Educational assistance shall be apportioned to any such Guardian for, or on account of, any Board or Lodging, for any child in, or at any School,—except as hereinafter provided for;—nor for, or on account of, any child or children, in any Municipality, whose progress and attainments in learning and knowledge is sufficient to enable such child, or children, to be received into a High School, at any time when the additional Educational Assistance Tax, as is hereinafter provided for, is required to be levied to supply any deficiency in the School-fee Money then to be apportioned. But if the School-fee Money on hand to be then apportioned is sufficient to allow of assistance being given to such child, or children,—after due assistance has been apportioned for each and all other children of School age then residing within such Municipality who are less advanced in learning, and for whose education assistance has been applied for—without recourse being had to such additional Educational Asssistance Tax, then assistance shall be given to the extent, if required, of such remaining part of such School-fee Money to be then apportioned, but no farther, to such more advanced child, or children; but always in accordance with this Act: Provided also, that no Educational assistance shall be appportioned to any Guardian for, or on account of, any child, or children, unless such Guardian will satisfy such Council that it is his desire and intention to, and that he will, unless lawfully prevented, send such child, or children, for whose Education assistance is applied for, regularly and constantly to some Public Common School either in that, or some other, Municipality in Upper Canada, kept by a duly authorized, or permitted, Teacher, for and during the Term for which such assistance is apportioned. And it shall be competent and lawful to and for such Council to call before it, at its discretion, any and each such child for whose Education assistance is applied for to it, for the purpose of examining such child in its progress and attainments in learning and knowledge. And if, at the time of apportioning such School-fee Money among the applicants therefor, such Council shall deem that the Fees charged by any Public Common School Teacher within the Municipality are too much, or if such Council shall be uncertain what Fees are intended to be, or will be, charged by any such Teacher, such Council shall then determine what shall be the amount of Fees which shall be paid to such Common School Teacher for instruction for each child, for, and on whose account, Educational assistance is apportioned, in his School. And shall, when it has apportioned an amount of the said School-fee Money to any such Guardian, give to such Guardian an Order directed to all the Public Common School Teachers generally in that Municipality to receive the child, or children, (as the case may be,) of that Guardian into such one of those Public Common Schools as shall be selected by such Guardian. And each such Guardian shall have the same liberty of action in the choice and selection of a Common School as any other Guardian not receiving Educational Assistance: Provided always, that the School selected is taught and kept by a Teacher duly holding a Certificate of Authority, or Permission. And the Council issuing such Order shall state therein the name of the Guardian of the child, or children, and the name, or names, and age, or ages, of the child, or children, required to be received into such School, and the amount of Fees which will be paid for the due instruction of such child, or children. And such Order shall shew the name of the Municipality issuing it, and date of issue, and shall be signed by the Head of the Municipality, and the Clerk. And the Teacher receiving such child, or children, shall retain such Order, and the said Council shall be responsible to such duly authorized, or permitted, Teacher, and to no other, except one who is duly authorized, or permitted, in some other Municipality, for the payment of such Fees. And no such Guardian shall remove any such child, or children, from, or prevent his, or her, or their attendance at the School which has been by such Guardian so selected, during the then current School Term in which such child or children, has been entered therein, without the sanction of such Council, except in the case of removal from the Municipality, or sickness, or other sufficient reason. And it shall be lawful to and for such Council to make such Rules and Regulations as it shall deem fit and meet, to ensure the attendance of such child, or children, and to require such Teacher to report the attendance of such child, or children, at such School during such School Term, and also to determine what amount, or proportion, of School Fees shall be paid for, or on account of, any such child, or children, who is, or are removed before the termination of the Term. And the sum ordered by the Council to be paid by any such Guardian, to whom assistance is apportioned, as his part of the School Fees, shall be payable at the option of the Council making such Order, although such Guardian does not send such child, or children, to School, as he stated it was was his desire and intention to do, when obtaining the apportionment. And no such Teacher shall refuse to receive any such child, or children, except as by this Act authorized; and any such Teacher unlawfully refusing any such child, or children, or to make return, or returns, of his, or their attendance at his School, shall thereby forfeit his Certificate of Authority, or Permission: Provided always, that the determination of such Council with respect to the amount to be paid by it for Fees for instruction, shall not, in any way, affect, or interfere with any Contract, or Agreement which any such Teacher may have made, or may make, with any other Person, or Persons, than those on whose account such Council is hereby authorized to determine; and Provided also, that any such Guardian may, if he please, select a School in any other Municipality, if the Teacher of such School is a duly authorized Teacher, and is willing to receive such child, or children, upon the terms for the amount of Fees to be paid, for instruction, and report of attendance, at School, of such child, or children, as have been determined upon by such Council issuing such Order. And such Order shall be in the Form prescribed by the Council of Pubic Instruction for Upper Canada. And each such Council, at each such Meeting, after finishing the apportionment then to be made by it, shall foot up the amount of all the Apportionments then made, and shall add the School-fee Money then in its hands for apportionment at that time, all balances which shall remain unapportioned, and unexpended, because not required, from the then last preceding School Meeting, and also all voluntary contributions to the School-fee Money which may have been received by it since such then last Meeting, and shall observe the respective amounts, 1st. The total amount of the Apportionments then made, and

2nd. The total amount of the School-fee Money with the balances and contributions added thereto, then to be apportioned; and, if the amount of the Apportionments then made is less than the amount of moneys then on hand, to be then apportioned, the overplus of such School-fee Money shall be carried forward to the then next Public School Meeting of that Council, and if the amount of the Apportionments then made is larger than the amount of School-fee Money then on hand to be then apportioned, the deficiency in the amount of such School-fee Money shall be supplied by a Tax, or Rate, levied on certain of the assessed property, both Real and Personal, in that Municipality, according to the then last revised Assessment Roll of that Municipality, and such Tax shall be called the Additional Educational Assistance Tax, and shall be levied on such certain property, both Real and Personal, in the manner following, that is to say—The properties of the persons named in such Roll, as assessed for property, shall be divided into four Classes, according to the repective amounts of the assessed actual value of such assessed properties held by them, and shall be called repectively Class A, and Class B, and Class C, and Class D. And in Class A shall be placed all those properties which are respectively assessed at less than $200 each; and in Class B shall be placed all those properties which are respectively assessed at $200 and upwards, but less than $500 each; and in Class C shall be placed all those properties which are assessed, each respectively, at $500 and upwards, but less than $1,000; and also in Class D shall be placed all those properties which are assessed, each respectively, at $1,000 and upwards; and all nonpectively, in whose names such properties are assessed, and also the properties of Nonresidents, shall be held liable to pay such Rate, or Tax, levied on such properties respectively; and if such Tax is not paid at the time, or times, appointed therefor, the properties of such Persons respectively shall be liable to seizure and distress and sale, in the same manner as such properties are liable to seizure and distress and sale for other Rates, Taxes, and Assessments; and the properties of Non-residents, for which the said Tax has not been paid, shall be returned to the County Treasurer, in the same manner as for other unpaid Rates and Taxes, for collection. And the said Additional Educational Assistance Tax shall be rated and levied on the properties in the respective Classes in the following respective and relative proportions, that is—On the properties in Class A, 0; and in Class B, 2; and in Class C, 3; and in Class D, 4; or, if the Tax be rated on the properties in Class B at the rate of one cent in the dollar, or one hundred dollars, then the said tax shall be rated on the properties in Class C, at the rate of one cent and one-half cent in the dollar, or one hundred dollars, and on the properties in Class D at the rate of two cents in the dollar, or one hundred dollars, as the case may be; and in the same proportion and manner for any larger, or smaller, sum. And in those places where the Assessment Roll shews the yearly values, instead of the actual values of the properties,—the properties whose actual values, as shewn by the yearly values thereof respectively, shall correspond with the actual values of the properties in the aforesaid Classes respectively, shall be placed in the Class in which are the properties with which they respectively correspond. And no such Council shall make, or levy, any other special charges, Taxes, Rates, or Assessments for any Public School purposes than is by this Act in this Section provided. And all other charges and expenses which by this Act are authorized, or allowed, for such purposes, shall be in the nature of a general charge upon ordinary Revenue and Income, and shall be an item, or items, in the ordinary expenses of such Municipality: Provided always, that the said Additional Educational Assistance Tax shall always be levied in each such Municipality at each Term in each year when required, but under the restrictions and Regulations herein provided, although there should not be in any given year any School-fee money apportioned to that Municipality from the Educational Assistance Fund of Upper Canada for that year. And the said Council shall determine the time, and times, when such Additional Educational Assistance Tax shall be paid, and shall appoint a Collector to collect the same.

3rd. And it shall be the duty of the said Collector to give such security as the said Council shall determine, and to collect the said Additional Educational Assistance Tax; and also all such sums as such Council shall have decided upon, and ordered to be paid by the respective Guardians of the children for whose education such Council has apportioned assistance, and which shall remain unpaid at the time when the same should have been paid to the Treasurer of the said Municipality, together with such additional Fee or per-centage, for collecting as shall be determined upon by the said Council, and which Fee, or per-centage, shall not be less than three per cent., nor more than ten per cent., at the time and times, he shall be directed thereto by the said Council; and shall pay the said Tax and other sums by him so collected, less his own percentage, as directed by the said Council into the hands of the Treasurer of the Municipality. And the said Collector shall, for the purpose of collecting such Tax and other sums, have the same power, and shall proceed in the same manner, as other

Collectors appointed by the same Council in collecting the ordinary Rates and Assessments to be collected in the said Municipality. And he shall make due return of all portions of such Tax and other sums, which he has been unable to collect, to the said Municipal Treasurer; and the same shall henceforth be collected and accounted for as are the arrears of other Taxes.

SECTION XXV. And if there shall, at any time, be any deficiency in the money to be paid by any such Council to any Teacher, or Teachers, as aforesaid, by reason of any such sum, or sums, so ordered by such Council to be paid by any such Guardian, or Guardians, or of the said Additional Educational Assistance Tax, being unpaid, and the Collector appointed therefor not being able to collect the same, such deficiency shall be supplied and made good by such Council from the General Funds of the Municipality, or from any unappropriated moneys then on hand, or, if there be no such moneys from which such deficiency can be made good so soon as required, then by a special Tax upon all the Rateable property of such Municipality, to be levied forthwith in the same manner that other Rates, Taxes, and Assessments usually are; and the aforesaid sums, so remaining uncollected, as aforesaid, shall, when collected, be applied to the repayment of the money so supplied by such Municipality to meet such deficiency And no part of the School Money, or Additional Educational Assistance Tax, shall be applied to, or for, any purpose whatever, other than the payment of Public Common School Teachers' Fees for instruction, including Fees for the use of Text-books, and Apparatus, and School-house, and Fuel,—as may be determined on by such Council.

Municipal Councils to establish Libraries.

SECTION XXVI. And it shall be the duty of the Municipal Council of each Township, City, Town, and Incorporated Village in Upper Canada to establish and maintain, within the Municipality, represented by each such Council respectively, a Public Library for the use, convenience, and welfare of the Inhabitants generally of such Municipality. And for this purpose, at such time, and times, and from time to time, in each year, as it shall deem fit, to make, pass, and adopt, and also, at its discretion, to alter, amend, and repeal any and all such By-laws, Resolutions, Rules, and Regulations, the same not being in any wise contrary to this Act, as it shall deem needful and expedient for such said purpose generally; and specially for the application, in each respective year, to the purpose intended, of the Public Library money which shall be notified to it by the Council of Public Instruction for Upper Canada, as being apportioned, and payable to, and for the use of that Municipality for a Public Library, for and during the year in which such notice is given; and to add thereto, for the same purpose, such other sum, or sums, of money,—the same to be paid from and out of the General Funds of the Municipality,—as it shall deem expedient; and to select for such Library, from the List, or Lists, published by the said Council of Public Instruction, of Books authorized by it for Public Libraries in Upper Canada, such Books as such Municipal Council shall deem proper:—and to purchase such said Books so selected at the lowest possible charge,—taking into due consideration the manner in which Books are bound and prepared for use, and the cost of carriage and other incidental expenses, —that the same can be purchased for in Upper Canada: Provided always, that the said Council shall not purchase any such Books if the same are bound, or otherwise prepared, in an unreasonably costly and expensive manner,—and to appoint one, or more, Librarians; and to determine and provide for his, or their, Salaries; and to provide for, and secure, as far as possible, the due care and preservation of all the Books of the Library; and to enforce the due observance of all Rules and Regulations which such Municipal Council shall deem and judge expedient and requisite to make and adopt with respect to the use of the Books of such Library: Provided always, that no part, or portion, of the Library money apportioned to any such Municipality by the said Council of Public Instruction shall be, in any-wise applied to, or expended for, any purpose whatever, other than the purchase of, and payment for, the Books actually purchased for such Library; and provided always that no Books which are not authorized by such Council of Public Instruction to be used for Public Libraries shall be purchased by, or for, any such Municipal Council for such purpose; nor be by it allowed to be placed in any such Public Library.

Duties of Municipal Assessor and Clerk.

SECTION XXVII. And it shall be the duty of each Assessor appointed by the Municipal Council of each Township, City, Town and Incorporated Village in Upper Canada, at the time of making his Assessment, in each and every year, to make diligent enquiry, at each and every Dwelling House, and each and all other places used as such, in the Municipality, or such part thereof, for which he is appointed Assessor,—for and of the number and names of children between the ages of nine years and sixteen years respectively—both male and female—but distinguishing the sexes, then residing in such Dwelling House, or other place used as such—and of the names, and places of residence of the legal Guardians, or persons claiming to be such, of such children, whether such Guardians be the Parents of such children or not, and whether such Parents, or Guardians be, or be not, assessed for any property and shall duly record the same, and the places where such children were then respectively residing, in his Assessment Roll for that year and place. And also to enter into his Assessment Roll for such time and place all School Premises as such, in a part of his Roll, separate and distinct from all other entries in the said Roll, with a full and particular description of the locality of each, —together with the assessed actual, or yearly value thereof, (as the case may be,) that he may be required thereto in the manner provided for by Section Nineteen of this Act, but not otherwise. And it shall be the duty of the Clerk of such Municipality, after the final Revision and Passing of the Assessment Roll for such Municipality by the Court of Revision thereof, on some day, not later than the 31st day of July, in each year, to certify to the said Council of Public Instruction for Upper Canada, and in such form as the said Council shall prescribe,—the number of children of school age residing within such Municipality—and the total amount of the assessed actual value, or yearly value, (as the case may be,) of the assessed Real Property therein, as the same shall appear upon the said then last Revised Assessment Roll of that Municipality.

Section XXVIII. And it shall be competent to, and lawful for the Municipal Council of any such Municipality, as mentioned in the next preceding Section, at any time, to appoint, and authorize one, or more, fit and proper Person, or Persons, to examine Candidates, or Applicants, for Certificates of Ability to teach a Public School, and to refuse, or to grant such Certificates,—to be in force only in that Municipality, when, from any cause, no Person—other than the Board of Examiners, as provided for by Sub-section five of Section Three of this Act, is appointed and authorized by the said Council of Public Instruction, as provided for by Sub-section six, of Section Three, of this Act, to grant a Certificate, or Certificates of Ability, to be in force and effect in that Municipality: Provided always, that no Person, or Persons, so appointed by any such Municipal Council shall have power to grant any Certificate of Ability of a higher class than to teach a Common School; and provided always, that immediately upon the appointment and authorization by Warrant, of the said Council of Public Instruction,—as provided for by the aforesaid Sub-section six of Section Three—of a Person to grant Certificates of Ability to be in force and effect in that Municipality,—the power and authority of the said Person and Persons, so appointed and authorized by such Municipal Council therefor,—shall cease and determine.

School Childrens' Jubilee Days. Orations to be made.

Section XXIX. And it shall be the duty of the Head of the Municipality of each Township, City, Town and Incorporated Village, in Upper Canada, with the aid and assistance of such other fit and proper and discreet Persons who shall be approved of therefor by the Council of that Municipality, to call and assemble together, on the 21st day of June in each and every year, and which day shall be called the School Children's Jubilee Day, all the children, except Students in any College, or University, then of School age, and residing within that Municipality, together with all others whose Parents, or Guardians, choose to permit their attendance,—either in one, or more, but not to exceed five companies and places, within the Municipality; and to examine such children in such way and manner as to him shall appear fit and proper, touching their progress in learning, and their general good conduct; and to make an Oration, or Orations, unto them, briefly setting forth therein, the history of Creation,—the Duty of man to his Creator,—the History of Mankind;—and giving a concise view of the Solar System, and Geography; of the various Arts and Sciences generally, and shewing the object and utility of learning, and an explanation of private and public, individual and social duties, and such other matters and things as the Speaker shall deem proper, and giving an exhortation to a virtuous and exemplary course of life and conduct. But no such Speaker shall in any such Oration, or discourse, in any way enter, or touch upon any controverted, or disputed, point of any Religious Doctrine; or upon any exciting Political, or other topic, or question of the then present time. And it shall be lawful and competent to the Municipal Council of each such Municipality to appropriate in each year, a sum not exceeding $50—the same to be paid from the general funds, and charged to the incidental and ordinary expenses of such Municipality, for the purpose of procuring suitable Books for Prizes and Rewards to be distributed among those of the Children assembled on the said Jubilee Day who, in the opinion of such Council, shall be most deserving of the same. And also to grant and pay to the Orator, and Orators, appointed for such day, such reasonable remuneration as to such Council shall appear just and proper. And it shall be the duty of each Public School Teacher keeping School in each such Municipality to be present on such Jubilee Day, and assist the Head of such Municipality, in such manner as is by him required and directed.

Expenses of Deserving Pupil to be borne by the Municipality.

SECTION XXX. And it shall be competent and lawful to and for the Municipal Council of each such Municipality, as mentioned in the next preceding Section, in each year, and at the discretion of such Council, to select from among the Children assembled on the said Jubilee Day, and then residing within such Municipality, one Pupil, or more; but, as is herein provided, whose advance in learning is sufficient to enable him to be admitted into a High School; but who, through the inability of his Guardian to pay the Fees of such School. would be unable to be entered therein, and whose general good conduct has been such as to entitle him to the consideration and reward therefor hereby intended; and, with the consent of such Guardian, to send such Pupil to, (and maintain him at the expense of that Municipality, with respect to Fees for Tuition, and also, if, in the discretion of such Council, the same is required by the circumstances of such Guardian,—with respect to Text Books, and Stationery, etcetera, and Board and Lodging and Raiment, and other necessaries,)—some High School to be selected by such Council, and approved of by such Guardian,—until such Pupil has arrived at the age of sixteen years,—and no longer: Provided always, that such Pupil shall, by his general good Moral Conduct and application to learning, justify such Council in continuing him at such High School, until he arrive at the said age of 16 years:—and Provided always, that no such Council shall select any Pupil, for such purpose, who is under 12 years of age; and Provided always, that no such Council shall select, at any time, or times, such a number of Pupils as will make the number of such Pupils so chargeable upon such Municipality exceed eight, at any one time. And no other assistance to attend any High School than is hereby authorized shall be appointed, or granted, by any such Council, from either the School-Fee-Money, or the general Funds, or any Special fund of that Municipality. But assistance may be apportioned for a Pupil to attend the School of a Teacher holding a High School Certificate, provided such Teacher,—in all cases other than those by this Section first above, provided for,—do receive such Pupil as a Pupil of a Common School.

Compulsory Attendance at School, if deemed Necessary.

SECTION XXXI. And it shall be the duty of the Municipal Council of each Township, City, Town, and Incorporated Village in Upper Canada at any time, when it shall be of the opinion that, from the negligence of the Guardians of any considerable number of children, such children not being under fourteen years of age, residing in the Municipality represented by the Council holding such opinion, properly to educate such children,—it is expedient to pass a By-law to insure the proper education of such children:—to frame such By-law, and to submit it to the consideration of the Electors of that Municipality for at least two months,—by posting at least forty copies of such By-law, together with a Notice of the time when, and place, or places where, the Vote of the said Electors will be taken thereon:—said copies of By-law and Notices of Election to be printed, in Bill-form, and posted in at least forty public and conspicuous places within the said Municipality; and also by publishing the said By-law and Notice of Election to be held therein, during the said two months in some Newspaper published in such Municipality; or if there is no Newspaper published in such Municipality, then in some Newspaper published in the nearest Municipality in which a Newspaper is published. And at the time, and place, or places, appointed therefor to submit the said By-law to a Vote of the said Electors. And the votes at such Election shall be taken in the same manner as the votes at an Election for a Member, or Members, of such Council; and the vote of each Elector who approves of the said By-law, shall be denoted by the word Yea, recorded opposite to his Name in the Poll-Book; and the vote of each Elector who disapproves of the said By-law, shall be denoted by the word Nay, so recorded. And each Returning Officer shall, within three days after such Vote has been taken, return his Poll-Book, properly certified, to the Head of such Municipality, who shall, within one week thereafter, examine the Returns of the votes for and against such By-law, and give public notice of the result of the Election. And if two-thirds of the Electors, who have voted at such Election, have voted Yea,—it shall be the duty of the said Council, within one month next after the said notice of the result of such Election, to finally pass such By-law. Or, if a Petition signed by at least two-thirds of the Electors of any such Municipality, and containing a statement therein to the effect that there is residing within such Municipality a considerable number of children between the ages of fourteen and sixteen years, whose education has been, and yet is wrongfully neglected by the Guardians of such children,—is presented at, any time, to the Council of that Municipality, praying such Council to pass such a By-law,—it shall then be the duty of such Council, upon being satisfied of the genuineness of the signatures to such Petition, and of the Correctness and sufficiency of the number of them, to frame and pass such a By-law within one month next after the presentation of such Petition, without taking the vote of the Electors thereon: Provided always, that nothing in any such By-law contained contrary to the provisions of this Act shall be valid; and that each such By-law shall, in the Preamble thereof, state and set forth the occasion of its being passed,—if upon the Vote, or upon the Petition, of the Electors of the Municipality in which the same is passed; and also the purpose for which the same is passed, and that it is passed in accordance with the provisions of this Act. And also Provided always, that no provisions of any such By-law shall be put in force against, and no fine, or penalty, shall, by virtue of any such By-law, be imposed upon, any Guardian, for, or on account of any child, who is physically, or mentally, incapable of receiving education; or who is so capable of receiving it, in only a limited degree; or who is under fourteen years of age; or who, if fourteen years of age, has advanced in learning, either at home, or in a Private School, or in a Public School,—so far as is required for the admission of a Pupil into a Public High School. And Provided also, that each such Council, so passing any such By-law, is hereby empowered to make provision therein to compel payment for all necessary expenses of attendance at a Public Common School, including Board, Lodging and Clothing, at the discretion of such Council,—of any Pupil over fourteen years of age who shall be sent to such Common School by such Council, by virtue of any such By-law,—in consequence of his Education having been wrongfully neglected,—by the Guardian so making neglect;—or, for payment for such expenses to be made partly by such Guardian—and partly from the General Funds of the Municipality; or wholly from such Fund, at the discretion of such Council. And provided also, that a due portion of the School-Fee Money and of the Additional Educational Assistance Tax shall be apportioned to and for the use of each child who is sent to a Public Common School by any such Council, by virtue of any such By-law passed by it. And it shall be competent for such Municipal Council to make provision, (the same not being contrary to law,) in such By-law to secure the attendance of each such child at the School to which such child is sent by such Council, during the time he shall be so required to attend. And provided always, that if, in calculating the number of votes recorded in favour of any such By-law in relation to the whole number of votes polled at the Election thereon, or, of the number of signatures to a Petition for such a By-law, in relation to the whole number of the names of all the Electors in such Municipality,—it shall appear that the number of votes, or the number of signatures, (as the case may be), in favour of such By-law is deficient of the exact two-thirds, as hereby required, by a fractional part of one-third, or two-thirds, (as the case may be), of a vote, or signature,—such deficiency shall be disregarded; and such fractional part of one-third, or two-thirds, (as the case may be,) shall be counted as one vote, or as two votes, (as the case may be), in favour of such By-law.—And provided always, that it shall be lawful to and for each such Council, from time to time, to alter, or amend, or to repeal any such By-law passed by it; but only in the same way and manner, either by Election, or by Petition, in which such By-law was passed by such Council.

Section XXXII. And it shall be the duty of the Municipal Council of each Township, City, Town and Incorporated Village in Upper Canada at any time, and at all times, when such Council shall judge the same to be just and necessary, to annul, or to suspend, for, or on account of immoral, or unlawful, conduct, as it may deem proper, any Certificate of Authority, and of Permission which has been granted by it to any Teacher; and to give Public notice of such annulment, or suspension. And that Teacher whose Certificate is so annulled, or suspended, in the case of a suspension,—then only during the time of such suspension,—shall thereby cease to be a Public School Teacher; and if any such Teacher persist in keeping and teaching School, without such Certificate of due authority, or permission in, or at, the Premises, or Building in, or which he was teaching when deprived of his authority, or permission, by such Council, such Buildings and Premises, and in which he shall so keep School, shall not be exempt, by virtue of this Act, from Taxes as Public School Premises, as provided for by Section Nineteen of this Act; but such Council may, at its discretion, if it deem it just, exempt such Premises from Taxes. And all Contracts and Engagements, which any other Person, or Persons, party, or parties, has, or have made with such Teacher, in consequence of his holding such authority, or permission,—whose Certificate of Authority or Permission, is so annulled, or suspended,—before the time of such annulment, or suspension, as a Public School Teacher, for instruction and tuition and any and all other matters and things therewith necessarily connected, may, at the option of such other Person, or Persons, party, or parties, respectively,—and with respect to each such other Person, or Persons, parties, or parties, who shall so decide—shall, cease and determine. And if any Guardian, to whom Educational Assistance has been apportioned by such Council for any child, or children, shall send any such child, or children,

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or either, or any of them to school to any such Teacher so teaching without due authority, or permission, as a Public School Teacher, such sending shall be a withdrawal and removal of such child, and children from a Public School. And no such Council shall apportion, or in any way grant, any of the School-Fee-Money to any Guardian, to, or for, the use of any child attending, or to attend, at any School other than a Public Common School, as is by this Act intended; or to, or for the use of any child who is under or over, the School age. And no Public School Teacher shall remove his School, during any Term from the Premises, or Buildings at, and in, which he commenced to keep such School in that Term, without the sanction and approval of the Municipal Council of that Municipality in which the same is situate.

Seltion XXXIII. And it shall be the duty of each such Municipal Council to make Returns for the Municipality which it represents, to the Council of Public Instruction for Upper Canada, from time to time, and in form and manner, as required by such Council of Public Instruction, of all Receipts and Expenditures of the said Educational Assistance Fund, including both School-Fee-Money and Library Money,—apportioned by such Council of Public Instruction to that Municiality; and of all other money or moneys, collected therein and received for such purpose; and of all Educational Matters generally, within such Municipality.

Section XXXIV. And all Documents and Writings required by this Act shall be in the form prescribed therefor by the said Council of Public Instruction for Upper Canada. And it shall be the duty of such Council, from time to time, to prescribe such Forms; and to publish the same for general Information. And all Documents and Writings of any matter, or thing, done by virtue of this Act, shall bear the Official Signature, Signatures, Seal, or Seals, of the party, or parties, making the same; and shall also shew the date when, and the place where, the same were made.

Section XXXV. And the word, or term, "Guardian," as used in this Act, shall be taken to mean, and, for the purposes of this Act, shall mean,—the Person,—Male, or Female,—whether the Parent, or not,—who, for the time being, has the legal care and custody of the child, or children, spoken of in connection with the said word, or term, "Guardian." And the word, or term, "Teacher" shall include both Male and Female Teachers:—excepting always, that no Female Teacher shall, by virtue of this Act, be entitled to vote at any Election, for any Member, or Members of the Legislative Council, or of the Legislative Assembly. And the words "Teacher's School," and "his School" shall mean the School kept and taught by such Teacher. And the word "Township," and "Townships" shall include a Union of Townships, or Unions of Townships; and the word "County" shall include "Union of Counties," as the case may be. And the Interpretation Act shall apply to this Act.

Section XXXVI. And it shall be the duty of the Corporate body of Common School Trustees of each Common School Section, existing in each and every Township in Upper Canada at the time this Act comes into force and effect, to deliver up and pay over to the Treasurer of the Township, in which such Common School Section then is,—all unexpended Balances of School Moneys remaining in the hands of such Trustees on the ——day of——in the year——, together with a true and correct Statement, under their Hands and Corporate Seal, together with such Seal, of all then uncollected, if any, School Rates and Assessments, and all other debts then due to such School Section; and also all the Common School property to such Section then belonging, together with all Deeds of Conveyance, Leases, Titles and Evidences of Titles, Books, Papers, and all other matters and things connected therewith then held by such Trustees, by virtue of which such Trustees then held such property, in virtue of their Office as such Trustees;—and also a true and correct Statement, under their Hands and Seal, of all debts, if any—then owing by them as such Trustees, for, or on account of any Salary, or part of any Salary, to any Common School Teacher, or Teachers, who has taught in the School, or Schools, of such Section; and also all debts, if any, then owing to any other person or persons, for, or on account of any matter, or thing, done, or performed, or supplied, or furnished, to, or for, such School Section, by Order of the said Trustees, on, or before, the——day of——in the year——. And the said Trustees shall not, by virtue of their Office, after the time this Act come into force and effect, pay, or receive any Money, or Moneys, for, or on account of such School Section, other than that hereby required. And if such School Section is a Union School Section, then such Trustees shall deliver up and pay over to the Treasurer of each of the Townships respectively, in which such Section is situate, that part of the said Moneys which is justly and equitably due to it; and also the Statements which are, and in the manner in which the same are hereby required, to each such Treasurer; and shall deliver the School Property and Deeds and other Papers as above mentioned to the Treasurer of the Township, in which the School Premises are situate.

Section XXXVII. And it shall be the duty of the Board of School Trustees of Common Schools in each Incorporated Village, Town, and City in Upper Canada, at the time this Act comes into force, to deliver up and pay over to the Treasurer, or City

Chamberlain, (as the case may be,) of the Village, Town, or City, in and for which such Board has been elected, all unexpended balances of School Moneys remaining in his hands on the——day of——in the year——, together with a true and correct Statement of debts of every description, if any, which are then owing to such Board; and also of such, which are, if any, then owing by such Board, under the Hands and Seal of such Board, and also the Seal; and together therewith all other Common School Property then held by such Board, and also all Deeds of Conveyance, Leases and other Books and Papers connected with, and relating to, such Property, and the business for which such Trustees were elected, on the——day of——, in the year——, to be disposed by the Municipal Council of such Municipality for the purpose, and in the manner hereinafter provided for; and no such Board shall after the said——day of——, in the year——, receive, or pay, any money for, or on account of the business for which such Board was elected, other than as hereby required.

Section XXXVIII. And it shall be the duty of the Board of each County Grammar School, or Schools, in each County in Upper Canada at the time this Act comes into force, to deliver up and pay over to the Treasurer of the County, in which such School is, all unexpended moneys, and balances of moneys which is in its hands for the use of such Grammar School on the——day of——, in the year——, together with a true and correct Statement of all debts, if any, of every description which are then owing to such Board for the use of such Grammar School; and also of all debts, if any, of every description then owing by such Board for, or on account of, such Grammar School, under the Hands of such Trustees, and Seal of such Board, and also the Seal; and together therewith all such Grammar School Property of every description, together with all Deeds of Conveyance, Leases, Books, Papers and every other matter and thing therewith connected, or relating thereto, on or before the——day of——in the year——, to be disposed of by the Municipal Council of such County, for the purposes of, and in the manner hereinafter provided for.

Section XXXIX. And it shall be the duty of the Municipal Council of each Township in Upper Canada to collect all debts due to each Common School Section, and part of Section, within such Township, as stated in the Statement of the Trustees of such Section and part Section, which is required to be made by such Trustees, by Section Thirty-five of this Act, in the same way and manner in which it would have been the duty of such Trustees to collect such debts. And also to pay to each Teacher employed in any such Section, or part of Section, such unpaid Salary as is due to him; also to pay each such other Person, who has a claim against such Section, or part Section, according to the aforementioned Statement of the said Trustees. And it shall be the duty of each such Council to sell, by sale at Public Auction, all the Common School Real Property in each such Section, if the same was held by such aforesaid Trustees by Deed of Conveyance, as freehold; or, if the same was held by such aforesaid Trustees by Lease,—then to sell, in the same way and manner—the lease of such Property, for the unexpired portion of the Term thereof; and, after paying any and all debt, and debts, if any, (if the proceeds of such sale are sufficient therefor), which is, or are due on account of such School Property,—either as purchase money, or for erecting, or repairing, any Building, or Buildings on the same, or for Rent due, and Salaries of Teachers,—but for no other purpose, to divide the overplus, if any, of the proceeds of such sale, and also the proceeds of the sale of all goods and chattels (which was held by such aforesaid Trustees, a Common School Property; and which shall also be sold by the said Council) equitably, amongst those Persons, or their Assigns respectively, who were taxed for the Establishment and Maintenance of such Common School Premises. And all Contracts for Building, or repairing any Common School House, or other Building, or Buildings, thereto appertaining remaining unfinished and incomplete at the time this Act comes into force shall then cease and determine; but the party, or parties, who have done some part of such erecting, or repairing, if not paid therefor by the said Trustees,—shall be paid out of the proceeds of such sale, what is just and equitable for so much of such erecting, or repairing, as is done by such party, or parties,—the same to be determined and decided upon by such Council. And if there is any Common School Library in such Section the Books thereof shall be purchased by such Council, at a fair valuation, and shall form part of the Public Library of that Township; and the money paid by such Council for such Books, shall be equitably divided amongst the Rate-payers of the Section who were taxed to pay for such Books. And all such Sales shall be and take place within three months after this Act shall come into force and effect. And, if the Moneys to be collected for debts due to the Section, and the unexpended balances paid over by the Trustees shall be greater than the amount of debts payable by such Council, on account of the Section, in accordance with the aforesaid statement of the said Trustees, the overplus shall be added by such Council to the School-Fee-Money of that Township; and, if the amount of debts owing by such Section, is greater than the amount of the said unexpended balances and uncollected debts owing to it, according to such

Statement of such Trustees, such Trustees shall be personally and individually liable to the said Council for such deficiency; and such Council shall forthwith collect the same, and when it is collected, shall pay the parties respectively to whom any debt is due. And, in the case of a Union School Section, it shall be the duty of the Councils of all the Townships, in which such Union Section is, to make such arrangements among themselves as they shall deem just and necessary, but in accordance with this Act, for the collection and payment of debts due to, and owing by the part of such Union Section which is situate in their respective Townships.

SECTION XL. And it shall be the duty of the Municipal Council of each Incorporated Village, Town, and City in Upper Canada, at the time this Act comes into force and effect, to collect forthwith all debts then due and owing to the Board of Common School Trustees in that Municipality, and also to pay all debts then owing by such Board, for, and on account of the Common School, or Schools, for which such Board was elected, or appointed, according to the Statement of such Board of Trustees, as required by Section Thirty-six of this Act,—in the same way and manner which it would have been the duty of such Board to do. And to add all unexpended moneys which were appropriated to and for the payment of the Salaries of Common School Teachers in such School, or Schools, to the School-Fee-Money of that Municipality: and, if there is any Common School Library, or Libraries, attached to any Common School, or Schools, therein, to add the Books of such Library and Libraries, to the Public Library of that Municipality. And all other Common School Property held by such Board of School Trustees for any and all Common Schools in that Municipality, shall be the absolute property of such Municipality, and may and shall be disposed of by the Council, for the time being of such Municipality, in such way and manner as such Council shall decide and determine for the benefit and welfare of such Municipality; Provided always that, if any part of such Property be Real Property held by lease, by such Board of Trustees,—then such Municipality shall have right, title and interest therein only according to the terms and conditions of such Lease.

SECTION XLI. And it shall be the duty of the Municipal Council of each County in Upper Canada at the time this Act come into force, to collect forthwith all debts due and owing to each Board of Trustees of a Grammar School in such County, and to pay all debts owing by each such Board, for and on account of the Grammar School, for which such Board were respectively appointed Trustees, in the same way and manner in which it would have been the duty of such Boards respectively to have collected and paid the same. And all Property held by all such Boards of Grammar Schools in each such County for such Grammar School purposes shall be absolutely the property of that County in which the same it situate and may and shall be disposed of as the Municipal Council of such County shall decide and determine upon, for the benefit of the inhabitants of that Municipality.

SECTION XLII. And, if at the time herein appointed therefor, any Common School Trustees of any Common School Section in any Township, or any Board of School Trustees in any Incorporated Village, Town, or City, or any Board of Trustees of any Grammar School in any County, in Upper Canada, shall fail, or neglect, or refuse, to deliver up and pay over, all and any such moneys and other Property, or Properties, and to make, and deliver such Statements, as are and in the manner required of the said Trustees, and Boards of Trustees respectively, by the Sections Thirty-six, Thirty-seven and Thirty-eight of this Act, to the Treasurers of the said Municipalities respectively, who are hereby authorized to receive the said Property, and Properties, and Statements,—such further neglect and refusal, shall be a misdemeanor, and it shall then be the Duty of the Council of the Municipality, to the Treasurers of which such Money and Property should have been so delivered up and paid over, and said Statements made, to proceed against such Trustees, or Board of Trustees, so failing, or neglecting, or refusing in the manner provided for proceeding against a Secretary-Treasurer—wrongfully withholding or refusing to deliver up,—by the Forty-third Section of the Act of 1850, 13th and 14th Victoria, Chapter 48; and such Trustees shall be liable and subject to all the pains and penalties provided by said Section Forty-three of said Act, 13th and 14th Victoria, Chapter 48.

SECTION XLIII. And all Public Library Books, and Common School, and Grammar School-Text Books; and all Maps and School Apparatus, which have been purchased by any party, or parties, for distribution in any manner for Public Libraries, or for any Common, or Grammar. Schools in Upper Canada, by virtue of any Common School, or Grammar School Act, or Acts, in force at the time of the passing of this Act, and which are not needed, or required, for the Educational Library and Museum, or for the Normal School, and Model Schools therein, in the City of Toronto, shall be sold under the direction of the Council of Public Instruction for Upper Canada, by sale at Public Auction, in small lots, suitable for purchasers generally, within six months next from and after the passing of this Act, and the proceeds of such sale shall be added by such Council to the Educational Assistance Fund of Upper Canada: Provided always, that the said Library Books may, at the discretion of the said Council, be held over by it for one year, to allow any Municipality which may choose so to do, an opportunity to purchase any of the said Books, for the Public Library of that Municipality.

Section XLIV. And be it further enacted that the Act of 1850, 13th and 14th Victoria, Chapter 48, and Intituled: "An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada;" and the Act of 1851, 14th and 15th Victoria, Chapter 111, and Intituled: "An Act to Define and Restore certain Rights to parties therein mentioned;" and the Act of 1853, 16th Victoria, Chapter 185, and Intituled: "An Act Supplementary to the Common School Act for Upper Canada;" and the Act of 1853, 16th Victoria, Chapter 186, and Intituled: "An Act to amend the Law relating to Grammar Schools in Upper Canada;" and the Act of 1855, 18th Victoria, Chapter 131, and Intituled: "An Act to amend the Laws relating to Separate Schools in Upper Canada;" and the Act of 1855, 18th Victoria, Chapter 132, and Intituled: "An Act to make further provision for the Grammar and Common Schools of Upper Canada;" and the Act of 1860, 23rd Victoria, Chapter 49, and Intituled: "An Act to Amend the Upper Canada Common School Act;" and each and all other Act and Acts, and part, and parts, thereof, all and singular, so far as the same are in any way contrary to and inconsistent with this Act, be and the same are hereby repealed, so far as the same, or any, or either of them is, or are contrary to and inconsistent with this Act, and shall, at the time that this Act comes into force and effect, cease to be of any further force, or effect: Provided always, that no Act, or part of an Act, repealed by either of the Acts, or by any part of any Act, hereby repealed, shall be revived by the passing of this Act; and Provided also, that the repeal of the said Acts and parts of Acts, or either of them, shall not extend, or be construed to extend, to any penalty incurred under the said Acts, or parts of Acts, or either of them. And all School Sections and divisions, and Common Schools, and Grammar Schools, and Separate Schools, and School Libraries, together with all elections and appointments to Office, Contracts and Agreements made, by virtue of the said Acts, and parts of Acts, or any, or either of them, hereby repealed, shall also cease and determine, and come to an end at the said time when this Act comes into force and takes effect: except always so far as it may be required that any of such Appointments shall be continued for the purpose of carrying into effect the provisions and requirements, of this Act.

Section XLV. And this Act shall be intituled, and shall be designated and known as, The Educational Act of Upper Canada; and shall come into force and take effect on, and shall be and remain in force, from and after, the 1st of January, 1861, in the year of Our Lord One Thousand

Note. The following notice is appended to this Draft of Bill: "Respectfully submitted to the Electors of Upper Canada by the Common and Grammar School, and Public Library Law Reform Association of the Townships of Egremont and Normanby, County of Grey, Upper Canada, and, for that purpose, adopted by the said Association."

S. L. M. Luke, President.
B. Rogers, Secretary.

July 22nd, 1860.

(This Draft of Bill was given to Doctor Ryerson by Mr. A. McLellan, of Durham, County of Grey, on behalf of the "Public Library Law Reform Association of the Townships of Egremont and Normanby.")

CHAPTER VI.

PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1860.

January 12th, 1860. The Honourable John Hillyard Cameron, on taking his Seat in the Senate, presented a Certificate of his Election to the Treasurership of the Upper Canada Law Society.

A Statement from the Bursar was presented, shewing the Expenditure on Account of the Income Fund of the University for the Quarters respectively ending on the 30th of June, and the 30th of September last.

The Report of the Committee on Upper Canada College was read, and, as supplemental thereto, a Report by the Principal of the College for the year ending December, 1859.

It was moved by the Vice Chancellor seconded by the Reverend Doctor Michael Willis, that the Persons, (as named,) be appointed Examiners for the year 1860. (Carried).

It was moved by the Vice Chancellor, seconded by Reverend Walter Stennett, That the Chancellor, Vice Chancellor, Doctor L. W. Smith and the Reverend Doctor John Jennings be appointed a Committee to confer with a Committee of the Council of University College, with instructions to report to the Senate an equitable apportionment of the expenses of maintaining, heating and lighting the new Building, between the two bodies now occupying them, or other items of joint Expenditure, together with any arrangements it may be desirable to make, in consequence of their joint occupation; and that the Council of University College be requested to appoint a Committee to confer with them. (Carried).

It was moved by the Vice Chancellor seconded by Doctor McCaul That the Report of the Committee on Upper Canada College be adopted. (Carried).

It was moved by Professor Cherriman, seconded by Doctor McCaul, That the Report of the Committee on the Observatory be adopted. (Carried).

The Vice Chancellor explained a difficulty concerning the interpretation of Statute Forty-six, and stated that he had interpreted the first Section to mean that Students, who had not obtained First Class Honours at the Examinations in May, 1859, would not be allowed the Options in 1860. He also stated that, unless the Senate decided upon any other interpretation, he should hold his interpretation to be correct.

January 19th, 1860. A Report was read from the Committee appointed to confer with a Committee of University College, in regard to Finances.

Moved by the Vice Chancellor, seconded by Doctor L. W. Smith, That the Report of the Committee appointed to confer upon the apportionment of the expenses between the University and University College be adopted, with the exception of the clause respecting the Curator of the Museum, which is reserved for future consideration. (Carried).

The Vice Chancellor, seconded by the Honourable Doctor James Patton, moved,—That the Vice Chancellor, Doctor Wilson and Doctor L. W. Smith be a Committee to superintend the Building for the Curator, with power to authorize an expenditure for necessary repairs,—two to form a quorum. (Carried).

Moved by the Vice Chancellor, seconded by Doctor Wilson, and,—

Resolved, That Mr. Sandford Fleming be appointed Examiner in Civil Engineering.

Pursuant to notice, the Vice Chancellor introduced a Statute amending the Statute "on Exhibitions in Upper Canada College."

It was moved by the Vice Chancellor, seconded by Doctor L. W. Smith, That the Statute amending the Statute "on Exhibitions in Upper Canada College" be read a first time, and referred to the Committee on Upper Canada College for report. (Carried).

Pursuant to notice, the Vice Chancellor introduced a Statute entitled: "on Boarding House Fees in Upper Canada College."

Moved by the Vice Chancellor, and seconded by Doctor Wilson, That the Statute on Boarding House Fees in Upper Canada College be read a first time. (Carried).

March 16th 1860. A Memorial was read from Mr. C. McFadden, Student of the third year, and Messieurs H. Strang, G. Cooper and R. Reeve, Students of the second year, praying that they may be permitted, at the ensuing Examinations in Arts, to exercise the Option formerly allowed to Students who had obtained Second Class Honours.

A Letter was read from the Reverend Walter Stennett, drawing the attention of the Senate to a provision made by the Act of 1849 for conferring the Degree of D. D. in certain cases.

An application to be admitted, *ad eundem statum*, was read from Mr. John Gordon, Student of one year's standing in Queen's College, Belfast. Similar applications were read from Mr. John Howard Hunter, Student of the third year's standing in Queen's College, Galway, and from Mr. S. P. Lazier, Student of the fourth year's standing in Victoria College.

The Vice Chancellor moved, seconded by Doctor McCaul,—That Mr. J. Howard Hunter be admitted *ad eundem statum;* that Mr. Lazier be admitted *ad eundem statum*, with permission to exercise the Option which he proposes, upon producing the necessary Certificates, and that Mr. Gordon be admitted *ad eundem statum*, but that he be not permitted to exercise any Options. (Carried).

The Vice Chancellor presented the Report of the Library Committee, and submitted a Draft of the Annual Report.

Moved by the Vice Chancellor, seconded by the Reverend Doctor Michael Willis, That the Draft of the Annual Report submitted by the Vice Chancellor be adopted. (Carried).

The Vice Chancellor read a Draft Petition from the Senate to the Legislature, praying for the repeal of the Duty on Books for the University.

Moved by the Vice Chancellor, seconded by the Reverend Doctor Adam Lillie, That the Draft of a Petition for the repeal of the Duty on Books for the University be adopted. (Carried).

Moved by the Vice Chancellor, and seconded by the Reverend Walter Stennett, That the Statute on Exhibitions in Upper Canada College be read a second time and passed. (Carried).

Moved by the Vice Chancellor, seconded by Doctor Wilson,—That the Statute on Fees in the Boarding House of Upper Canada College be read a second time and passed. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul,—That Doctor Lillie be appointed Examiner in Ethics, Metaphysics and Civil Policy. (Carried).

Moved by the Vice Chancellor seconded by the Reverend Walter Stennett, That the Chancellor be requested to prepare a Memorial to Parliament, praying that the present system of a Provincial non-denominational University be maintained, and that he be requested to take any other steps which he may deem advisable for protecting the interests of the University before Parliament. And that the Vice Chancellor, the Reverend Doctor Adam Lillie, and Mr. Adam Crooks, be appointed a Committee to assist the Chancellor in drawing up such a Memorial. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul,—That the sum of Five thousand dollars, ($5,000,) be placed at the disposal of the Library Committee out of the appropriation from the Permanent Fund. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the sum of Seven hundred and fifty dollars, ($750,) be placed at the disposal of the Directors of the Museum, for the purpose of completing the arrangements for the reception of the proposed collection for it,—the same to be taken out of the appropriation from the Permanent Fund. (Carried).

March 23rd, 1860. The Chancellor and Vice Chancellor being both absent, the Reverend Doctor Willis, moved, seconded by Doctor Barrett.—That the Reverend Doctor McCaul do take the Chair. (Carried).

The Minutes of the last Meeting were read and approved.

The Registrar stated that Mr. J. C. Thom was desirous of passing the Matriculation Examination in Medicine, contemporaneously with the Examination appointed for Students of the first year, in accordance with the Statute in that behalf.

Moved by the Reverend Doctor McCaul, seconded by the Reverend Doctor Willis,—That Mr. J. C. Thom be admitted to a Special Examination for Matriculation in the Faculty of Medicine. (Carried).

March 28th, 1860. There not being a quorum present, the Senate adjourned.

March 29th, 1860. The Chancellor and Vice Chancellor being both absent, Professor Cherriman, seconded by the Reverend Doctor Lillie, moved,—That the Reverend Doctor McCaul do take the Chair. (Carried).

Read a Memorial from Mr. J. W. Hancock and others, Candidates for the Degree of LL.B., praying that a special Convocation should be held for the purpose of conferring the said Degrees.

Read the Vice Chancellor's report on the results of the late Law Examinations.

Moved by Professor Cherriman, seconded by Doctor Wilson, That the Draft of the Statute postponing the operation of Statute Forty-six be read for the first time. (Carried).

Moved by Doctor McCauld, seconded by Mr. Thomson,—That the Report of the Vice Chancellor be received and adopted. and that the names of Messieurs Donaldson and Everett be omitted from the Class Lists, until after the investigation has been made into their cases, when, if favourable to Mr. Donaldson, his name shall be replaced, Also that the results of Mr. Richard Snelling's Examination, as reported by the Examiners, do not justify his being permitted to pass. (Carried).

Moved by Doctor McCaul, seconded by Mr. McMichael, That the Senate cannot assent to the prayer of the Petition, which has been read, relative to conferring Degrees of LL.B., before the day appointed for the Annual Convention. (Carried).

April 13th, 1860. The Chancellor, and Vice Chancellor, being both absent, it was moved by Professor Cherriman, seconded by the Reverend Doctor Lillie,—That the Reverend Doctor McCaul do take the Chair. (Carried).

Read a supplementary Memorial from certain of the Law Students, whose Petition was considered at the previous Meeting, urging other grounds in support of the prayer of their Petition.

Read also the Memorials of Mr. Richard Snelling and Mr. David Lennox, praying to be allowed their year, notwithstanding their rejection at the recent Examinations, and of Mr. W. G. Bellairs praying that a special Examination might be held for Matriculation in the Department of Civil Engineering.

Read the Report of the Examiners in the Faculty of Medicine.

Moved by Professor Croft, seconded by Doctor Barrett, That the Report of the Examiners in Medicine be received and adopted. (Carried).

Moved by Doctor Willis, seconded by Doctor McCaul,—That the Draft of the Statute relative to postponing the operation of Statute Forty-six be read a second time and passed. (Carried).

Moved by Doctor Smith seconded by Mr. John Helliwell,—That the Petition of Mr. Richard Snelling be referred to the Examiners in Law for their Report thereon, to be laid on before the Senate, previous to any action be taken on the same. (Carried).

Moved by Mr. Helliwell, seconded by Mr. Thomson, That the Petition of Mr. David Lennox be referred to the Examiners in Law to report thereon before any action be taken by the Senate on the same. (Carried).

Moved by Professor Cherriman, seconded by Doctor Wilson, That the Registrar be requested to inform the Memorialists that the Senate decided on a former occasion not to accede to the prayer of their Memorial, in consequence of not finding any argument in said Memorial which shewed that the Petitioners were placed under any circumstances, which were not contemplated at the time of their Matriculation, and which, therefore, they did not anticipate. The Senate now learns, (though not from their Memorial,) that the difficulty has arisen from a change in the Law Terms, for which neither the Petitioners not the Senate are responsible. Although the Mmorialists are already in position to obtain their Degree before the period at which they are by Statute entitled to it, yet the Senate, in consideration of the peculiar circumstances which cannot recur, are now prepared to grant the prayer of the Petition, and that the Chancellor be consulted as to the day on which he can be present to confer said Degrees. (Carried).

Moved by Doctor McCaul, seconded by Professor Cherriman, That the prayer of Mr. Bellair's Memorial be granted. (Carried).

April 20th, 1860. The Chancellor and Vice Chancellor being both absent, it was moved by Doctor Barrett, seconded by the Reverend Doctor Willis,—That the Reverend Doctor McCaul do take the Chair. (Carried).

Read a Letter from the Chancellor, informing the Senate that he could attend to confer the Degree of LL.B. either on Saturday, the 28th instant, or Saturday, the 5th proximo, as the Senate might think the more convenient.

Read a Report of the Examiners in Law respecting the Petitions of Mr. Richard Snelling and Mr. David Lennox.

Moved by Doctor Smith, seconded by Mr. Boyd,—That the Report of the Examiners in Law on the case of Messieurs Snelling and Lennox be received and adopted. (Carried).

Moved by Doctor Smith, seconded by Mr. Helliwell,—That the Chancellor be requested to summon a special Meeting of the Senate for conferring Law Degrees, to be holden on Saturday, the 28th of April instant. (Carried).

Moved by Doctor Willis, seconded by Doctor Barrett, That the Registrar write to the Secretary of the Province, calling attention to the Statute passed by the Senate in January last, touching the opening of the Public Meetings of the Senate with Prayer, and representing the desirableness of the Statute being in the hands of the Senate for application at the Meeting on the 28th instant. (Carried).

April 18th, 1860. The following Gentlemen were duly admitted to the Degree of LL.B.:—Mr. T. H. Spencer, Mr. J. Livingstone, Mr. W. A. Foster, Mr. J. W. Hancock, Mr. S. G. Wood, Mr. J. W. Bowlby, Mr. David Blain, Mr. J. G. Hodgins, Mr. G. S. Papps, Mr. S. Cochrane, Mr. Verscoyle Cronyn, Mr. J. J. Curran.

May 17th, 1860. The Chancellor and Vice Chancellor being both absent, it was moved by Doctor Wilson, seconded by the Reverend Doctor Lillie,—That the Reverend Doctor McCaul do take the Chair. (Carried).

Read a Letter from the Principal of Upper Canada College, stating that his health was such as to render rest indispensable to him, and requesting leave of absence from the commencement of Whitsuntide holidays to the end of the long Vacation, and suggesting the First Classical Master should perform the duties of Principal in the meantime, upon the condition of the Principal supplying a proper Person to fill the place of the First Classical Master.

Read also an extract from the Members of the Upper Canada College Committee recommending the said Letter to the favourable consideration of the Senate.

Read a Petition from Mr. W. D. LeSeur, Student of the third year standing in the Faculty of Arts, praying to be allowed a special examination for Honours, on the ground that he was prevented from attending the present Examination by severe illness.

The Petition was accompanied by a certificate from a Medical Man, which was also read.

The Committee on Upper Canada College presented their Report for the present year.

Moved by Doctor Willis, seconded by Doctor Lillie,—That the application of the Principal of Upper Canada College for leave of absence from Whitsuntide Holidays until after the Long Vacation be granted, on his providing a Substitute on the terms proposed in his Letter. (Carried).

Moved by Doctor McCaul, seconded by Doctor Croft. That the Senate regret that they cannot assent to the prayer of Mr. LeSueur's Memorial, so far as it applies to a special Examination for Honours, inasmuch as the precedent might be such as to cause serious difficulty in the adjudication of Honours, but they recognise the claims of the Memorialist to his standing as an Undergraduate of the fourth year, on the Certificate which he has produced of illness. (Carried).

Moved by Doctor Croft, seconded by Doctor Lillie. That the Members of the Committee on Upper Canada College for the past year be elected for the ensuing year. (Carried).

May 30th, 1860. Read a Letter from the Provincial Secretary, dated May 26th, stating that the Governor General-in-Council had been pleased to order that the Bursar be authorized to advance out of the Permanent Fund the sum of Ten thousand dollars, ($10,000,) to meet the expenses incurred on the Buildings attached to the Observatory, and in the removal to the New Buildings.

Read another Letter from the Provincial Secretary, authorizing the survey of certain portions of the University Grounds.

Read a Memorial from Mr. D. G. Sutherland, Student of one year's standing in the Faculty of Law, praying that he may be granted a special Examination in the work of the second year next December, on the grounds therein stated.

Read a Letter from Mr. F. W. Cumberland, Architect, asking permission to open a Gate in the west Fence of the Grounds, south of the Observatory.

The Vice Chancellor introduced his Report upon the results of the Examinations, in which certain Students were therein recommended for Scholarships by the Examiners. Several other Students were recommended for Gold Medals.

The Examiners reported that a Candidate for B.A., had been previously detected in copying as a Matriculant in Law, having brought Books into the Hall at these Examinations. It was, therefore, recommended that, in order to mark the sense of the Senate of the serious nature of this offence, a notice be put up in the Hall that Mr. Dowland will not be allowed to present himself at any Examination in the University for the space of two years. Also that Mr. Ledyard, a Student of the First Year, passed a creditable Examination, but did not appear at one of the Papers in Mathematics. It was, therefore, recommended that authority should be given to the Vice Chancellor to restore his name to the Class List, upon his giving any satisfactory explanation of his absense, and requiring that he shall take the omitted subject next year. The Report was unanimously adopted.

June 4th, 1860. Read a Letter from Mr. Adam Crooks, resigning his position as a Member of the Committee on Upper Canada College.

Read a Letter from Mr. J. M. Mitchell, Student of the first year in the Faculty of Arts, asking permission to present himself for the first year's Examination in the Faculty of Law, on the grounds that he had been prevented from attending the recent Examinations by being subpoenaed as a Witness.

Read a Letter from Mr. Robert Johnston, LL.B. of the University of London, asking if he could proceed to the Degree of LL.D. in this University, without presenting himself at Convocation, or visiting Canada.

Read a Letter from Mr. W. J. W. Neice, asking to be admitted to the Degree of M.D. he being a duly licensed Practitioner in England.

Read a Letter from the Secretary of the Board of Agriculture, accompanied by a Communication from the Bursar, relating to the Premises belonging to the University at present in the possession of the said Board.

The Vice Chancellor introduced a Committee Report on Upper Canada College. Moved by the Vice Chancellor, seconded by Doctor Croft, That the Registrar be instructed to inform the Board of Agriculture that the Senate is not desirous at present of obtaining possession of the Premises now occupied by the Board. (Carried).

Moved by the Vice Chancellor, seconded by Doctor Wilson. That the Registrar be instructed to inform Mr. D. G. Sunderland that the Senate cannot comply with his request to have a special Examination in December. Also that he inform Mr. Neice that, by the Statutes, he may present himself for the final examination for M.B., but that they do not admit of conferring a Degree upon him without Examination. Also that he inform Mr. Johnston that, by the Statute, he may be admitted to a Degree *ad eundem* from London, but that a degree cannot be conferred upon him in his absence. Also that he inform Mr. Mitchell that he will be permitted to offer himself at the Examination for the first year in Law, in May next, taking such extra subjects as the Vice Chancellor may direct. (Carried).

Moved by the Vice Chancellor, seconded by Doctor Croft, That the application of Mr. F. W. Cumberland be referred to the Committee on the Grounds. (Carried).

Doctor L. W Smith gave notice that he would, at the next Meeting, move that the thanks of the Senate are justly due to the Vice Chancellor and Doctor Wilson for the very efficient services rendered by them before a Committee of the House of Assembly in vindication of the University.

Doctor Wilson gave notice that he would move that a Committee be appointed to watch over proceedings relative to the movement for a division of the University Endowment, with power to print and circulate information, and take such other steps as may be necessary for defending the interests of the University.

An application was read from Mr. Hector Cameron, B.A. of Trinity College, Dublin, requesting to be admitted *ad eundem gradum.*

June 8th, 1860. Read a Letter from the Provincial Secretary, to the Chancellor, stating that the annual Parliamentary Grant to Upper Canada College having been withdrawn, it was placed for the present year on the Surplus Fund of the University, but that for the future it must rely entirely upon its endowment and Tuition Fees.*

The Vice Chancellor introduced a Statute, relating to Fees and Salaries in Upper Canada College. Moved by the Vice Chancellor, seconded by Doctor Wilson, That the Statute of Fees and Salaries in Upper Canada College be read a first time. (Carried).

Pursuant to notice, it was moved by the Vice Chancellor, seconded by Professor Croft, That the sum of Eight hundred dollars, ($800), be appropriated for expenditure on the Grounds. (Carried).

The Reverend Doctor Willis, seconded by Doctor L. W. Smith, moved a Resolution respecting Prayer at Public gatherings of the University, on terms of the notice given at last Meeting. The motion was put to the Meeting and lost.

The Senate then adjourned to the Convocation Hall, where Degrees were conferred, Scholarships presented, Matriculants admitted and Medals and Prizes awarded, (see page 84 of this Volume).

June 16th, 1860. The Vice Chancellor presented the Report of the Committee on the Grounds, which was as follows:—That they had an interview with the Board of Endowment for the purpose of determining the plan upon which the south and southeastern part of the Park is to be laid out into Building Lots, in accordance with the Order-in-Council of May 25th, last. They submit a plan, which they recommend the Senate to sanction.

June 22nd, 1860. Read a Communication from the Architects, requesting an allowance on account of services not comprised within the orignal Contract.

The Vice Chancellor presented the final Report of the Building Committee.

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*The University Act of 1853 authorized the Legislature, and not the Executive Government, (as in this case), to distribute the "Surplus Fund" of the University.

Moved by the Vice Chancellor, seconded by Doctor Wilson, That the Chancellor be authorized to apply to the Government for authority to expend the sum of Forty-eight thousand one hundred and forty one dollars and sixty cents, ($48,141.60), out of the Permanent Fund, being the balance of the total Expenditure upon the New Buildings, over and above the sum already appropriated, according to the final Report of the Building Committee. (Carried).

Moved by the Vice Chancellor, seconded by Doctor Wilson, That the amended Statute on Fees and Salaries in Upper Canada College be read a second time and passed. (Carried).

Moved in amendment by Mr. Adam Crooks, seconded by Doctor McMichael, That the proposed reduction in Salaries and Pensions be postponed for the present, until after the Governor-in-Council be memorialized on the subject. On a division, the amendment was lost. The original Motion was then put and carried.

Moved by the Vice Chancellor, seconded by Doctor Smith, That Doctor McMichael be appointed a Member of the Committee on Upper Canada College. (Carried).

Moved by the Vice Chancellor, seconded by Mr. Adam Crooks, That the following Gentlemen be appointed a Committee to make arrangements for the reception of the Prince of Wales by the University, with power to take any action, which they may think advisable, excepting that, if any expenditure of Funds be recommended, a reference is first to be made to the Senate, videlicet: the Chancellor, Vice Chancellor, Honourable Doctor Patton, Doctor Smith, Doctor Wilson, Honourable Mr. Cayley, and Doctor McMichael, and that the said Committee be requested to confer with the Authorities of University College and of the University Association, in order to obtain their co-operation. (Carried).

Moved by Doctor Wilson, seconded by Doctor Patton, That a Committee be appointed to watch over proceedings relative to the movement for a division of the University Endowment, with power to print and circulate information, and take such other steps as may be necessary for defending the interests of the University, and that the Committee consist of the Chancellor, Vice Chancellor, Reverend Doctor McCaul, Reverend Doctor Lillie, Professor Cherriman, Doctor L. A. Smith and the Mover and Seconder, three to form a quorum. (Carried).

July 19th, 1860. The Vice Chancellor presented a Report from the Committee appointed to confer with the Committee of the Council of University College and the University Association upon the arrangement to be adopted for the reception of the Prince of Wales.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That if it should be decided that His Royal Highness, the Prince of Wales, will receive Addresses only at his Levee, an Address, in English, be presented to him by the University. That should his Royal Highness honour the University by visiting the Building, and consent to receive an Address there, the Council of University College be invited to join the Senate in a joint Address in Latin. That Addresses be prepared immediately to meet both contingencies and transmitted to His Excellency's Secretary. That the Committee already appointed be instructed to act upon this Resolution.

The Vice Chancellor presented a Report on the financial position of the University, from which it appeared that the Income for the present year is most likely to exceed Forty-nine thousand dollars, ($49,000,) whereas it had been calculated that it would reach Fifty-four thousand dollars, ($54,000.)

Moved by the Vice Chancellor, seconded by Doctor Croft, That the Chancellor, Vice Chancellor, Doctor Smith, Mr. Boyd and Mr. Crooks be a Committee upon the financial position of the University, with instructions to confer with any Committee, that may be appointed by the Council of University College for the same purpose, and with the Bursar, to report to the Senate any arrangement to which it may be desirable to limit the expenditure of these Institutions.

September 13th, 1860. Read a Letter from the Provincial Secretary, informing the Senate, that His Excellency did not see fit to approve of Statute Fifty-nine, entitled "on Fees and Salaries in Upper Canada College," on the ground that it would be unjust to make any reductions in the Pensions granted to former Masters. Also a Letter referring to the Senate the Memorial of the Toronto School of Medicine, relating to the Anatomical and Pathological Specimens belonging to the University.

September 21st, 1860. Read a Letter from the Reverend Walter Stennett, expressing his desire to resign his position as Principal of Upper Canada College, provided that a fair allowance be granted to him upon his retirement.

Moved by the Vice Chancellor, seconded by Doctor Wilson, That the Statute on Fees and Salaries in Upper Canada College be read a first time. (Carried).

Moved by Doctor Barrett, seconded by Doctor Wilson, That the Anatomical and Pathological Specimens, now in charge of the President of University College, be transferred to the use and safe-keeping of the Corporation of the Toronto School of Medicine: subject nevertheless to the call of the Senate of the University, whenever it may be considered desirable to make any the disposition of the said Anatomical and Pathological Specimens. (Carried).

October 4th, 1860. Read a Letter from Sir Edmund Head, enclosing an extract from a Letter of the Duke of Newcastle, informing the Senate that His Royal Highness the Prince of Wales had placed the sum of Two hundred pounds, (£200), to the credit of the University, and wished that the same would be applied in the distribution of Prizes to Students, in such manner as the Senate may determine, subject to the approval of His Excellency.

Read a Letter from Mr. T. D. Craig, Student of the second year in the Faculty of Arts, stating that, until his return at the Commencement of the College Session, he was unware that Candidates for Honours in the Department of Classics must obtain a First Class in History to entitle them to Options, and that, in consequence, he had not striven to obtain First Class Honours in History.

The Vice Chancellor presented the Report of the Examiners on the results of the Matriculation Examinations in the Faculty of Arts and Medicine, and the Department of Civil Engineering and Agriculture.

Several Candidates were recommended for Scholarships.

Moved by the Vice Chancellor, seconded by Doctor Wilson, That the Statute on Fees and Salaries in Upper Canada College be read a second time and passed.

On a division, the following Members voted in the affirmative; Doctor Wilson, Doctor Croft, Mr. Boyd; and the following Members in the negative: Doctor Patton, Mr. Crooks. The motion was therefore declared to be carried.

Moved by the Vice Chancellor, seconded by Doctor Patton, That the Memorial to His Excellency upon the expenses of the Bursar's Office be agreed to. (Carried).

Moved by the Vice Chancellor, seconded by Doctor Wilson, That sufficient notice not having been publicly given to the Students that History is included with Classics and with Modern Languages in the subjects in which First Class Honours are to be obtained, in order to entitle a Student to take certains Options at the Examinations in May next, the Options will be permitted to Students who have obtained First Class Honours in Classics, or in Modern Languages alone. (Carried).

Moved by Mr. Adam Crooks, seconded by Doctor L. W. Smith,—That Phillimore (John George) on the Maxims and Principles of Jurisprudence be substituted for Bentham's Theory of Legislation in the subjects of Examination in Law. (Carried).

December 6th, 1860. A quorum not being present the Meeting was adjourned.

December 10th, 1860. Read a Letter from the Reverend Walter Stennett, appealing to the Senate from the decision of the Committee, respecting his receiving Boarders in his House.

Read a Letter from the Reverend Arthur Wickson, Registrar of University College, enclosing a Minute of the Council of that Body, respecting the discontinuance of the services of Mr. John Cody.

Read a Memorial from Mr. Cody praying that he may be appointed Assistant Curator in the Museum.

Moved by Mr. Adam Crooks, seconded by Mr. McLean,—That, in the opinion of the Senate, the Committee on Upper Canada College exceeded their power in passing a Resolution, prohibiting the reception of Boarders by the Principal, and that such a Resolution is, therefore, declared to be ineffectual. This Resolution was lost in a division, six Members voting in the affirmative, and eleven in the negative.

December 13th, 1860. Read a Letter from the Provincial Secretary, intimating that His Excellency, the Administrator of the Government had approved of the amended Statute on Fees and Salaries in Upper Canada College.

Read a Memorial from eight Students in Oriental Languages, praying that a Gold Medal may be established in that Department.

The Vice Chancellor presented the Report of the Committee appointed to take into consideration the financial position of the University.

Moved by the Vice Chancellor, seconded by the Reverend Doctor Willis, That the Report of the Committee on Finance be received. (Carried).

Pursuant to notice, the Vice Chancellor introduced a Statute, amending the Statute on Examiners and Examinations.

Moved by the Vice Chancellor, seconded by Doctor Smith, That the Statute on Examiners and Examinations be read a first time. (Carried).

The Vice Chancellor, introduced a Statute amending the Statute on Scholarships.

Moved by the Vice Chancellor, seconded by Doctor Smith, That the Statute on Scholarships be read a first time, and that it is to be referred to a Committee, consisting of the Vice Chancellor, Doctor McCaul, Doctor Wilson, Doctor Croft, Professor Cherriman, Doctor Willis and Doctor Barrett. (Carried).

The Vice Chancellor introduced a Statute amending the Statute on the Office of Vice Chancellor.

Moved by the Vice Chancellor, seconded by Doctor Willis, That the Statute on the Office of Vice Chancellor be read a first time. (Carried).

The Vice Chancellor introduced a Statute for granting compensation to certain Masters of Upper Canada College, whose services are to be dispensed with after the first day of January next.

Moved by the Vice Chancellor, seconded by Doctor Wilson, That the Statute granting compensation to certain Masters of Upper Canada College, about being released, be read a first time. (Carried).

The Vice Chancellor introduced a Statute entitled "on the Prince's Prize."

Moved by the Vice Chancellor, seconded by Doctor Willis, That the Statute on the Prince's Prize be read a first time. (Carried).

Pursuant to notice, it was moved by Mr. Adam Crooks, seconded by Mr. Boyd, That the Solicitor of the University be instructed to obtain the opinion of a competent legal tribunal, with respect to the question of Pensions to Mr. Barron, the former Principal, and Mr. De la Haye and Mr. Maynard, former Masters of Upper Canada College. Upon a division, this Resolution was lost, five Members voting for and six against it.

December 17th, 1860. Read a Letter from Mr. F. W. Cumberland, mentioning arguments in support of his Memorial in regard to a Gate in the Grounds formerly presented.

Read a Memorial from Mr. John Dodd, Third English Master in Upper Canada College.

Moved by the Vice Chancellor, seconded by Mr. Crooks, That the Statute, granting compensation to certain Members in Upper Canada College, whose services are being no longer required, be read a second time and passed.

Moved in amendment by Mr. Thomson, seconded by Doctor Hodder, That the name of Doctor Scadding be substituted in place of Mr. George Evans in the Statute relating to compensation to Masters of Upper Canada College, whose services are about being dispensed with. The Amendment was lost upon a division. The original motion was then carried.

Moved by Doctor Michael Willis, seconded by Doctor L. W. Smith, That the Registrar be instructed to communicate with the Provincial Secretary, respectfully enquiring as to the probability of the Statute on Prayer at Public Meetings of the Senate being early returned with the assent of His Excellency, the Visitor, the Registrar to represent the desire of the Senate to have the subject disposed of as soon as may be consistent with the convenience of the Government. (Carried).

Moved by the Vice Chancellor, seconded by Doctor Willis, That on the 21st of February, 1856, a Minute of the Senate was passed determining the remuneration to Messieurs Cumberland and Storm as Architects to be either four per cent. on the total expenditure, or a bulk sum equal to four per cent. upon the estimated expenditure, at the option of the Senate.

That on the 23rd of the same Month Mr. Chancellor Blake, with the assent of His Excellency, the Visitor, exercised the option above reserved to the Senate, by fixing the remuneration of the Architect at a specific sum, being four per cent. upon the largest sum, which the Senate was authorized to expend.

That on the 7th of November, 1856, the Senate by resolution sanctioned and adopted the arrangement entered into by the Chancellor.

That in the opinion of the Senate it would not be consistent with their duty to make any payment to Messieurs Cumberland and Storm, in addition to that determined by the above named Resolution.

December 21st, 1860. The first order of business being the election of Vice Chancellor, Doctor Wilson, seconded by Doctor Lillie, nominated Mr. John Langton, M.A., for that Office. In Amendment Doctor Herrick, seconded by Mr. Adam Crooks, nominated Honourable Doctor James Patton. For that office the amendment was carried upon a division.

Moved by Mr. Crooks, seconded by Mr. Jones, That the thanks of the Senate are hereby tendered to Mr. John Langton, M.A., as justly due for the valuable and efficient services rendered by him to the University, as its Vice Chancellor for the past four years. (Carried).

Moved by Doctor McCaul, seconded by Mr. Mclean, That the Library Committee for 1861 shall consist of Professor Wilson, Professor Cherriman, the Reverend Doctor Willis, and the Reverend Doctor Lillie, in addition to the *ex officio* Members. (Carried).

Moved by Doctor McCaul, seconded by Mr. Crooks, That the Committee on the Grounds for the year 1861 shall consist of Professor Croft and Mr. Thomson, in addition to the *ex officio* Members. (Carried).

Moved by Doctor McCaul, seconded by Mr. Jones, That the Committee on the Observatory for the year 1861 shall consist of Professor Cherriman and Mr. Boyd, in addition to the *ex officio* Members.

Mr. Langton presented the report of the Committee, to whom had been referred the Statute amending the Statute on Scholarships.

Moved by Mr. Langton, seconded by Doctor Smith,—That the Statute amending the Statute on Fees in the University of Toronto be read a first time. (Carried).

Moved by Doctor McCaul, seconded by Doctor Willis, That the application of Mr. George Herrick for admission *ad eundem statum* be assented to, and that he be admitted to the second year's standing in this University. (Carried).

Moved by Doctor McCaul, seconded by Doctor Lillie, That the application of Mr. Barnam for admission *ad eundem statum* be assented to, and that he be admitted to the second year's standing in this University. (Carried).

Moved by Mr. McCaul, seconded by Mr. McLean,—That the application of Mr. John Hodgson for admission *ad eundem statum* be assented to, and that he be admitted to the year's standing in this University. (Carried).

HISTORICAL ADDRESS, AT THE CONVOCATION OF 1860, RELATING TO THE UNIVERSITY OF TORONTO, BY THE REVEREND DOCTOR McCAUL.

The distribution of Prizes at the Convocation held on the 8th of June, 1860, having been completed, Doctor McCaul said:—According to the usage, which prevails on occasions such as the present, of closing the proceedings by some remarks relative to the condition and prospects of the Institution, of which we are celebrating the anniversary, I propose occupying your attention for a few minutes, while I briefly refer to the subject I have named. But before I do so, in order to remove a misaprehension which seems to prevail very generally even among those who ought to be informed, I must explain the distinction between the two Institutions whose home is within these walls,—the University of Toronto, and University College, Toronto.

It was in the year 1827, that His Majesty George IV. chartered the Institution called "King's College, at Toronto," "then called York." For ten years, no step was taken to carry the Royal Patent into effect. In the year 1837, an Act of our Legislature was passed, amending the Royal Charter,* and it is probable that the Institution would have been brought into operation, had it not been for the troubles caused by the Rebellion in the Winter of that year, which entirely prevented anything of that sort being done. It was not until the year 1843,—sixteen years after the Charter had been granted,—that the Institution, then called King's College, was brought into operation; and June the 8th is the honoured anniversary of the opening of that Institution. Six years afterwards,—in 1849,—an Act of the Legislature was passed, abolishing the name of King's College, and also abolishing the Faculty of Divinity; and the Institution then received the designation of the University of Toronto.† Under that Statute the Institution was conducted for four years. In the year 1853, another Statute of the Provincial Parliament was passed; and the Institution, originally called King's College, (but then called the University of Toronto,) was broken into two Establishments,—one the University of Toronto; and the other called University College, Toronto, whose anniversary we are now engaged in celebrating. The Statute of 1853, also provided for the abolition of the Faculties of Law and Medicine,—the Faculty of Divinity having been abolished in 1849. In this Institution then,— University College,—there is but the one of Faculty of Arts, with the Departments of Civil Engineering and Agriculture. There are no Students in Law and none in Medicine, recognised as such; although Gentlemen pursuing these Studies attend such Classes, as may suit their purposes. By all of these Statutes making these changes, the Endowments, which had been graciously given us from the Grant of George III. of 1797, remained untouched, and, up to the present day, remain untouched; but it is no longer under control of any of the academic Bodies, but of a Bursar, appointed under the Great Seal of the Province, by the Governor of the Province, the property being vested in the Crown as Trustee.

The office of the University of Toronto, as constituted by the University Act of 1853, is simply to prescribe subjects for Degrees, to appoint Examiners, to conduct Examinations, and to confer Degrees, Scholarships, and Certificates of Honour on those entitled to them. But there is no instruction, or teaching, of any kind given in the University of Toronto. All such instruction, or teaching, is given in University College.

Having made these preliminary remarks, I would turn to the Statistics, which will give the best idea of the condition of University College. As I have said, the Institution, in its present form, was established in 1853. I cannot give the Statistics of 1853, because that was a year of transition, and nothing could be inferred from them. In 1854, we had but twenty-eight matriculated Students in attendance. I omit reference to occasional Students,—I mean those who have attended particular classes without going through the whole Course as Matriculated Students,—because it may be justly said that their numbers would furnish no test of the position of such an Establishment as this. It is exceedingly desirable that they should attend. We rejoice to see them attend in the number they do; but I omit them, on this occasion, so that I may put the Statistics in the simplest and fairest form. The number of the Matriculated Students, then, have been:

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* For this Amendment to the Charter, see pages 88, 89 of the Third Volume of this Documentary History.

† For this Statute, see pages 147-166 of the Eighth Volume of this History.

In 1854	28	In 1856	37	In 1858	63
In 1855	35	In 1857	56	In 1859	80

And at the commencement of the present academic year, 1860, the Students who have matriculated reach the number of 110. In 1854, counting all Students, occasional, as well as matriculated, the number was 110. In the present year we have precisely the same number of Matriculated Students as we had then, counting all who came to the Classes, whether matriculated, or not. I think this justifies me in saying, that the course of this Institution has been prosperous, and we have gained in the confidence of the public.

Doctor McCaul then replied to the assertions that the College was mainly for the benefit of Toronto residents, by showing that less than one-third of the Students were permanent residents in Toronto. He claimed that it was at once a Provincial, and a Non-denominational, Institution, as had been intended by the Legislature. No fewer then fifteen Religious Denominations were represented among the present 110 Matriculated Students. Of the fifteen, eight had but one Rpresentative each. Of the other seven, the following were the numbers:

Presbyterians, 52, videlicet:		Church of England	30
Free Church	25	Methodists (of all kinds)	15
United Presbyterian	16	Baptists (of all kinds)	3
Church of Scotland	11	Congregationalists	2
		8 other Denominations, 1 each	8
	52	Total	110

As regards the prospects of the Institution, if they looked at its present position as a guarantee of what it might yet attain to, he thought they would be justified in saying that the prospects of the Institution were very good. But it must be borne in mind, that, during the past year, a movement had been set on foot by two very important Religious Denominations in this Province, calculated the shake the stability of this Institution. He felt himself called upon to advert to this, on account of the position he held as Head of University College, and also because, unfortunately, he could not leave his work here to take the place which might have been expected of him, before the Committee of the Legislature, last Winter, and before that Committee had abruptly broken up. He approached the subject with very considerable regret,—regret that he should be placed in a position of antagonism to two Religious Bodies, with many of whose Members he had long been on terms of friendly intercourse, and for whom he had entertained the highest respect,—the two Bodies also having Educational Institutions, of which, during the whole course of his duty in this Province, even when the storms blew fiercest with regard to academic reform, or academic change, he had never,—even during the heat of argument—uttered one derogatory word, or even penned one line that was unfriendly to them. It was unnecessary that he should avert to the charges against the University. He had only now to deal with charges against the Institution of which he was the head. The College Council, neither collectively, nor individually, were responsible for the charges brought against the University. They were not responsible, for example, for the standard which had been selected by the University, nor for the too liberal use of Options, nor for some of the

Members of the Council being placed on the Senate of the University. There could not be a doubt that it was the intention of the Legislature, by passing the Act of 1853, that the University should be Non-denominational, and form, as it were, the highest of the series of Educational Institutions of the Country; and in this connection he must say, whatever difference might now exist between them, that the thanks of every lover of education, were due to the Chief Superintendent of Education, Reverend Doctor Ryerson, to whose valuable aid and constant care we are indebted for an Elementary and Grammar School System of Education,—the establishment of which did honour to the Country. He (Doctor McCaul) would ask the warmest advocate of a change in the University to test the allegations that have been made, and, if there were evils, he believed they would be remedied. He would never shrink from what was called innovation, provided it accomplished good.

CHAPTER VII.

REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE AND OF THE UNIVERSITY OF TORONTO, FOR THE YEAR 1859.

I.—REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE, 1859.

To His Excellency the Right Honourable Sir Edmund Walker Head, Baronet, Governor General of British North America.

May it please Your Excellency:—

The Council of University College, Toronto, beg leave to present their Annual Report for the year 1859.

I.—*Buildings.* The new Buildings were so near completion at the close of the Summer Vacation, that it was deemed expedient to enter into occupation at the commencement of the Academic Year, in October. Since that time the business of the Institution has been conducted in that portion of the Buildings appropriated for the use of the College. The accommodation which has been provided, comprehends Lectures Rooms, all of which are at present in use; a Laboratory; private Rooms for the Officers; quarters for resident Students; a residence for the Professor, under whose charge the resident Students are placed; Dining Room, Kitchen and the requisite apartments for Servants.

The University and College have in common an Examination Hall, and a Chamber for the Meetings of the Senate, or Council.

II.—*Library, Museum and Apparatus.* As these are now under the control of the University of Toronto, is appertains to the Senate to report on their condition.

III.—*Officers.* No change has taken place since the last Annual Report, excepting the appointment of Professor Buckland, Lecturer on Agriculture, as Dean of the Students' Residence.

IV.—*Students.* In Appendix A, Tabular Statements are inserted, giving the names of the Students, with the courses of Lectures attended by each.* During the present Academic Year, an important addition has been made to the Establishment, for the benefit of the Students, by the provision of Rooms for the accommodation of those who desire to reside in the Building. There are already 33 in residence, and the

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* This Appendix, with names of Students in detail, etcetera, is not given; but it can be seen in the Appendices to the Journa of the House of Assembly for 1860.

Council have no doubt that all the Rooms set apart for this purpose, will be occupied during the next Academic Year.

V.—*Course of Study, Lectures and Examinations.* Full particulars are given in Appendix B. (which is not inserted, as too voluminous. See Note on page 86).

In conclusion the Council beg leave to notice the considerable increase in the number of matriculated Students, an increase which is more gratifying, as they had reason to apprehend, from the pecuniary embarrassments which have been felt throughout the Province, that fewer than usual would be able to avail themselves of the advantages of attendance at Lectures.

All of which is most respectfully submitted.

Toronto, January, 1860. John McCaul, LL.D., President.

II.—REPORT OF THE SENATE OF THE UNIVERSITY OF TORONTO, FOR THE YEAR 1859.

To His Excellency the Right Honourable Sir Edmund Walker Head, Governor General of British North America, and Visitor of the University of Toronto.

May it please Your Excellency:—

The Chancellor, Vice Chancellor, and Senate of the University of Toronto have the honour to submit their Annual Report for the year 1859.

1. The Buildings, with the erection of which the Senate was charged, for the accommodation both of the University and of University College, were so nearly completed during the past year that both Bodies entered into occupation in the begining of October. But, as the Workmen were engaged in some parts of the Building to a much later period, the Architects have, as yet, been unable to complete their final Certificates and close the Contracts.

2. The Library and Museum, which form that portion of the Buildings more exclusively in the occupation of the University, have now received their Collections, which, from the very limited space that could be alloted to them in the old Buildings, had been necessarily closed to the public at large. But, as soon as the removal was completed the Senate lost no time in giving effect to the existing Statutes, which provide for the free admission to them of the public. The Report of the Library Committee, which is appended, will show the Regulations which have been adopted, in order that the public may have the full benefit of these valuable Collections.

3. The Residences for the Director of the Observatory and his Assistants, which the ruinous condition of the old Buildings had rendered necessary to erect, are now completed; and it is hoped that after this heavy expense, which was never contemplated when the University accepted the management of the Observatory, its maintenance will be but a trifling burden upon the University Funds. The Report of the Committee on the Observatory accompanies the present Report.

4. The Senate believe that they may express a favourable opinion upon the increased efficiency of Upper Canada College. They beg leave to submit the Report of the Committee charged with the supervision of that Institution, which gives details as to the present position and proposed improvements in the management of the College.

5. It is gratifying to be able to state that the number of the Students in the University has continued to increase, and that those who have graduated during the year have maintained the same high standard which had been attained in former years. The Class Lists of the year 1859 are appended, [but not inserted as too voluminous.]

All which is respectfully submitted.

Toronto, January, 1860. John Langton, Vice Chancellor.

Enclosure: 1. *Report of the Library Committee, mentioned in the preceding Report.*

The Collection being now removed into the new Library, with the Reading-rooms attached, the Committee have been able to carry out the intentions of the Senate, as expressed in the Statute, by making the Library accessible to the public. With this object they have framed the following Rules, which they submit.

I.—Members and Officers of the Senate, and Officers of University College, and of any Affiliated Institution, shall be admitted to read in the Library.

II.—Strangers may be admitted to view the Library, in company with any of the Persons above named, but not read therein.

III.—Any Person may be admitted to read in the Reading-room, on entering his name and address in the Librarian's Registrar.

IV.—Books may be obtained from the Librarian, for use in the Reading-room, upon giving a receipt in a printed form, which is provided.

V.—Persons taking out Books must return them to the Librarian upon leaving the Reading-room.

VI.—No Book may be taken out of the Reading-room; and any Person breaking this rule, or writing in the Books, or otherwise defacing them, shall forfeit the privilege of using the Library.

VI.—Before any Book is removed from the Library, by those on whom the Statute confers the privilege, an entry must first be made by the Librarian in the Register provided for the purpose.

VIII.—All Books borrowed must be returned to the Library on, or before, the 31st of May, and no Books shall be taken out of the Library during the two weeks following.

IX.—The Librarian may call for the return of any Book, if it should be asked for.

X.—The Library, with the Reading-rooms, shall be open from the 1st of October to the end of May,—from 9 o'clock A.M. until dusk,—on every day except Sunday, established Holidays, and University and College Convocations. In the months of June, July and September it shall be open from ten A.M. to 5 P.M., and from 5 P.M. to dusk, excepting on Saturdays, when it will be closed at three P.M. During the month of August it will continue closed.

XI.—The Librarian shall suspend, in a conspicuous place in the Library and Reading-room, a notice of the hours of closing for the then current week.

TORONTO, January, 1860. JOHN LANGTON, Chairman.

ENCLOSURE 2. *Report of the Committee of the Senate on the Observatory.*

The Committee on the Observatory beg to present the Director's Report for the year 1859, and to call the attention of the Senate to the gratifying fact, that, in spite of some extraordinary Expenditure, the current Expenses of the Observatory, (exclusive of the publications of the Observations,) have been kept within the Parliamentary Grant by the sum of $363.02.

Your Committee having regard to the State of the University Funds, have not felt justified in drawing any part of the sum of Three thousand dollars, ($3,000), appropriated by the Senate for the publication of the arrears of Observations. They have also, in concurrence with the Directors, decided on publishing the Observations in abstract, with all the detail; and by this means they will be able to effect the publication, from 1854 to 1859, inclusive, for a sum not exceeding the fifth part of the appropriation, and they, therefore, propose to carry this into execution during the present year.

They may also observe that, after the publication of the arrears, the expense of the annual publications will be covered by the Parliamentary Grant.

Your Committee have only to express, further, their continued satisfaction at the state and management of the Observatory.

TORONTO, January, 1860. J. B. CHERRIMAN, Chairman.

ENCLOSURE 3. *Report of the Director to the Observatory Committee, for the year. 1859.*

The general arrangements of the Observatory, as regards the hours and manner of taking the Observations, remains the same as at the close of the year 1858.

Instruments.—The only additions that have been made to the Instruments are as follows:—

(1) A Spirit Thermometer by Negretti and Zambra, graduated to 0.2, and designed to take the place of Adie Number 2, which was broken by some Visitors in the early part of the year.

(2) A Solar Radiation Thermometer, of a new construction, in which the Instrument is enclosed by a glass envelope, from which the air has been exhausted, and which, in the part surrounding the bulb, is expanded into a Globe about four inches in diameter.

Experiments have lately been commenced with Bonalt's Bifilar, to test the fitness of glass thread for the double suspension. It would be premature to offer at present any decided opinion as to its ultimate success. But although the mechanical difficulty of suspending the magnet has been surmounted, it is to be feared that the very great force of torsion in the thread will prove to be incompatible with the requisite sensibility of the Instrument.

Records.—The usual abstracts will be shortly completed to the close of the year 1859. As a precaution against fire, or other casualties, duplicates of the Monthly Abstracts are in course of transcription, which it is my intention to deposit in the University Building.

Library.—About ten Volumes, chiefly gifts, have been added to the Library, besides the usual serials and a few Pamphlets.

Furniture.—No additions of any moment have been made to the Furniture of the Observatory.

Buildings.—A new Residence for the Director was commenced and completed during the past year.

Staff.—The permanent Staff, consisting of Messieurs Walker, Menzies and Stewart, remains unchanged, and, as before, Mr. Davidson has been employed as Computor and Supernumerary Observer. I have also given employment for about six weeks to an extra Clerk, who has been engaged in the transcription of the Monthly Abstracts.

Extraneous Work.—Upward of 120 Thermometers belonging to the Education Department were compared with the Observatory standards in the early part of the year.

Expenditure.—It will be seen by the Account enclosed herewith, that the Grant exceeds the Expenditure by $363.02. The Expenditure in the two years 1857 and 1858 exceeded the two years' grant by $87.19: So that there remains a balance available for future use of $275.83.

TORONTO, January, 1860. G. F. KINGSTON, Director.

ENCLOSURE 4. *Report of the Committee for the Supervision of Upper Canada College.*

1. When the Tuition Fees were raised by the Senate at the beginning of the past year, it was expected that a reduction of pupils would take place, as was anticipated. The average number during the four Terms of 1858 having been 291, and that for 1859 being 268, showing a falling off of only 23; whilst the Receipts from Tuition Fees have been increased by $712. There has been a further reduction, however, during the last Term, which does not materially affect the average, arising from the removal of the Seat of Government—no less than 60 Boys having left the College from this cause. The actual number of Boys at the commencement of the Christmas Vacation was only 217; but, from the usual rate at which new Boys enter after the Holidays, the Principal expects the College to re-open with about 250. Of these, 42 were in the Boarding-house at Christmas, and the number will probably be similarly increased when the College re-opens.

2. During the past year the Principal, on the recommendation of the College Committee, has introduced a change in the Discipline of the College, the object of which has been to substitute for corporal punishment, except in extreme cases, a system of merit and demerit marks,* with more frequent reports to the Parents, so as to engage them to co-operate with the Principal in enforcing attendance to the preparation of the prescribed Studies and to the general good conduct of the Pupils.

3. The leading features of this system have been embodied in certain printed Rules, which have been distributed amongst the Masters and Parents, and a copy of which is submitted with this Report; but a longer experience may suggest some modifications, and a few changes of detail have already been proposed by the College Committee.

4. With a view to render the English Department more efficient, and to carry out the intention of the Senate, in sanctioning the addition of the English Classical Master to the Staff of the College, the Committee have recommended some changes in the organization of this Department. They propose that the English Classical Master shall be held responsible, under the Principal, for all branches of English Education, excepting Arthmetic and Penmanship, by whatever Masters they may be taught; and that all other Classes shall, in their turn, come under this review, in all the branches of the Department.

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*-This system was first prescribed to be the Disciplinary Rule in the Model Grammar School.

5. With a similar object, they have recommended that Arithmetic shall be considered as a branch of the Mathematical Master's department, for the proper teaching of which, by any Master, he is to be held responsible to the Principal, and to the Committee.

6. Another important subject has engaged the attention of the Committee, videlicet, the great disproportion of the number of Boys in the several Forms. The following were the numbers in the several Forms at the close of the scholastic year, in 1859:—Form VII.—6, (The largest number that has been for five years.) VI.—6, V.—12, II.—35, I.—44, IV.—25. English Department—24, III.—27, Preparatory: 1st Division.—36; 2nd Division,—36.

7. This inequality, although rendering it extremely difficult to give due attention to the Boys in the lower Forms, cannot be altogether avoided, as by far the greater number of Boys do not seek to push their education beyond the Fourth Form, whilst it is essential to retain some higher Forms for those who desire a more complete course of instruction, or to prepare for the University.

8. At the time when the course in Upper Canada College was established, there was no other Institution where a superior education could be procured, and it was probably necessary to retain the highest Forms, even at a great sacrifice to the lower portions of the School. But since the establishment of University College and other Collegiate Institutions, and especially since a year was added to the University Course, with the express view of supplying a preparation, which most of the Schools, in the Province were unable to afford, that necessity no longer exists; and the very small number of Boys who proceed to the Seventh Form, indicates that the educational requirements of the Country are not such as to justify the Senate in devoting such a large portion of the time of the Principal and other superior Masters, to a very limited number of Boys.

9. The Committee have, therefore, recommended that the Seventh Form should be suppressed entirely, and the Sixth should be considered as only an upper division of the Fifth, but, taking a large portion of the work together, and the more advanced Boys being, as classes separately, in the higher branches of Classics and of Mathematics. By this change, preparations, for which have already been made, the Committee believe that, without detriment to the high standard of the School, the Masters of the lower Forms may be relieved from the pressure of such large Classes, and the superior Masters may exercise more influence over the whole School.

10. The expenses of the College, (exclusive of the Boarding-house), have been reduced from $22,132, in 1858, to $20,129, in 1859; whilst the Tuition Fees have increased from $5,398 to $6,110, making together an improvement in the financial position of the College, as far as it is under the control of the Senate, of $2,715. Unfortunately, however, there has been a heavy falling off in the Income from the Endowment, and at the same time an extraordinary Expenditure for arrears of Taxes on the College Endowment Lands has occured, together reducing the Income available from the Endowment by about $5,000. Such a deficiency, although much lamented, is not of the same nature as an over Expenditure, for, as is remarked by the Bursar, in his Letter to the Senate of April, 13th, 1859; "The College has a right to expend the amount stated, whether received, or not, for, if not received that year, the deficiency forms an arrear of Income, which may fairly be expected to be received some time, to meet any excess of Expenditure over Income received within the year." Nevertheless, in order to assist in paying this arrear, and to meet the possible recurrence of similar difficulties, the Committee have endeavoured to make some reductions in the ordinary Expenditure, and have impressed upon the Principal the necessity of the most stringent economy in the incidental expenses.

11. The expenses of the Boarding-House during the past year, according to the Bursar's Account, have exceeded the Income by about $270. But, it is stated by the Principal, that he has paid in Boarding-house Fees since the first of January, to the amount of $280, which will cover this apparent deficiency. The Committee consider that this branch of the Establishment should be kept altogether apart. They believe it to be a necessary adjunct to the College, as making it a Provincial, and not a Local Institution; but they are of opinion that, whilst it should not be made a source of Income to the College, the expenses of maintenance should not become a charge upon the General Funds. To meet any possible deficiency hereafter, which would certainly arise if there were any serious falling off in the number of Boarders, the Committee would recommend such a modification of the existing Statutes, assigning a proportion of the Fees to the Principal and Superintendent, as whilst securing the payment to them, if the state of the Fund permit it, would make the allowance contingent upon their being any surplus after all the expenses are paid.

TORONTO, January, 1860. JOHN LANGTON, Chairman.

FINANCIAL STATEMENTS RELATING TO UPPER CANADA COLLEGE, 1859.

I. The Bursar's Statement of Cash Transactions and Lands Sold for the Year ending on the 31st of December, 1859.

Original Endowment of Upper Canada College.	Number of acres.	Acres sold.	Acres unsold.	Amount of sales.	Amount received.	Amount unpaid.	Remarks.
	63,268			$ c.	$ c.	$ c.	
As per return up to the 31st of Decembar, 1858	63,605½	468,930-32	167,121-08	249,303 56	126,323 56	122,980 00	Sales up to the 31st March, 1859.
		1,000-00	....	1,000 00	....	....	Sales up to the 30th of June, 1859.
		1,030-00	....	700 00	....	....	Sales up to the 30th of September, 1859.
		3,000-00	....	2,400 00	....	....	Sales up to the 31st of December, 1859.
		8,722-00	13,722-00	6,685 00	7,275 13	3,509 87	
	63,605½	482,652-32	153,395-08	260,088 56	133,598 69	126,489 87	
	100	1,000-00	....	300 00	60 00	240 00	Sale 103 not included in the Patent.
	63,505½	481,652-32	153,393-08	259,788 56	133,538 69	126,249 87	
	8	8	....	40 00	16 52	23 48	Sale 209, quantity of Land deficient.
	63,497½	481,544-32	153,393-08	259,748 56	133,522 17	126,226 39	
					57 83	57 83	Sale 274, Re-appropriation account N½19, 2 Caradoc.
Block D in the city of Toronto is also part of the Endowment, containing 5½ acres, divided into building lots —also Block A, in the said city, called "Russell Square," containing 9 acres, which Block is the site of the College Buildings. Block D is divided into 46 building lots, of which 41 have been sold and deeded to the Trustees of the Toronto Grammar School Free					133,464 34	126,284 22	
	30	30	....	150 00	150 00	....	Sale 197, quantity of Land deficient.
	63,467½	481,272-32	153,393-08	259,598 56	133,314 34	126,284 22	
	14	14	....	56 00	7 00	63 00	Sale 423, quantity of Land deficient.
	63,453½	481,132-32	153,393-08	259,542 56	133,321 34	126,221 22	
	14	14	....	56 00	1 14	57 14	Sale 435, quantity of Land deficient.
	63,439½	480,992-32	153,393 08	259,486 56	133,322 48	126,164 08	Average Price per acre, $5.39.
				30,123 00	13,453 28	16,669 72	Sale cancelled: Lot Number 2, corner of Church Street, Toronto.
				1,600 00	....	1,600 00	
	....	....	....	28,523 00	13,453 29	15,069 72	

For Sketch of D Block, see page 210 of the Eleventh Volume of this Documentary History. For Block A, or Russell Square, see note on page 206 of the same Volnme.

Toronto, 31st of December, 1859.

John Langton, Auditor. David Buchan, Bursar.

II. STATEMENT OF THE CAPITAL INVESTED AND THE AMOUNT EXPENDED, ON ACCOUNT OF THE COLLEGE, FROM ITS COMMENCEMENT IN 1829, TO THE 31ST DECEMBER, 1859.

	$ cts.	$ cts.
Capital invested to the 31st of December, 1858, as shewn in the Return to Parliament of that date..................	....	160,743 02
Less—Investments Returned, as per Account Number 1....	....	2,891 04
		157,851 98
Amount expended to the 31st of December, 1858, as shewn in the Return to Parliament of that date	550,354 32	
Amount expended to the 31st of December, 1859, as shewn in Account Number 2..............................	30,582 52	580,936 84
		738,788 82

TORONTO, 31st December, 1859. JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

III. THE BURSAR'S STATEMENT, NUMBER ONE OF THE RECEIPTS AND EXPENDITURE OF UPPER CANADA COLLEGE, ON ACCOUNT OF "THE PERMANENT FUND," FOR THE YEAR ENDING THE 31ST OF DECEMBER, 1859.

Receipts.	$ cts	Expenditure.	$ cts.
To Balance on the 31st of December, 1859	5,300 35	By amounnt of Loan repaid to the University of Toronto.........	6,000 00
To amount received on account of Purchase Money..............	7,275 13	By re-appropriations as Interest, instead of Principal account, Lot 19, 2nd range S.S.W. Road, Caradoc	57 83
To amount received on Account of Loans returned..............	2,891 04	By amount returned to Mr. Archibald Elliot, on account of Lot 2, 7th Concession of Wolford, on account of purchase money,—quantity of land being deficient	150 00
To Balance of Building Appropriation, Account (Number 4,) transferred	11 56	By amount returned to Mr. William Pethwick, on account of E½ 20, 9 Concession, Seymour, on account of purchase money,—quantity of land being deficient	16 52
		By Balance on the 31st of December, 1859	9,253 73
	$15,478 08		$15,478 08
To balance on the 31st of December, 1859.....................	$9,253 73		

JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

TORONTO, 31st of December, 1859.

FINANCIAL STATEMENTS RELATING TO THE UNIVERSITY OF TORONTO, 1859.

I. STATEMENT OF THE NUMBER OF ACRES OF LAND SOLD FROM THE PERIOD OF THE ORIGINAL ENDOWMENT TO THE 31ST DECEMBER, 1859; SHEWING THE TOTAL AMOUNT OF SALES, AMOUNT RRCEIVED AND AMOUNT UNPAID, ALSO THE AVERAGE PRICE PER ACRE RECEIVED.

Original University Endowment.	Number of acres.	Acres Sold.	Acres Unsold.	Amount of Sales.	Amount Received.	Amount Unpaid.	Remarks.
	226,201	Acres. Roods. Perches.	Acres. Roods. Perches.	$ c.	$ c.	$ c.	
As per Return on the 31st of Dec., 1858...	226,027½	199,288.2.34	26,738.3.6	1,305,416 80	930,297 52	375,119 28	
		102.2.0		650 00			To 31st of March, 1859.
		300.0.0		1,700 00			To 30th of June, 1859.
		664.0.0		4,556 00			To 30th of September, 1859.
		1,528.2.0	2,595.0.0	10,229 50	27,127 89	10,192 39	To 31st of December, 1859.
	226,027½	201,883.2.34	24,143.3.6	1,322,352 30	957,425 41	364,926 89	
	10	10.0.0		146 14		146 14	Sale, 1,260, loss on Survey.
	226,017½	201,873.2.34	24,143.3.6	1,322,206 16	957,425 41	364,780 75	
	32	32.0.0		445 51	7 73	453 24	Sale, 1,698, loss on Survey.
	225,985½	201,841.2.34	24,143.3.6	1,321,760 65	957,433 14	364,327 51	
					14 42	14 42	Sale, 1,240, Interest overpaid re-appropriation.
					975,447 56	364,313 09	
					58 83	58 83	Sale 1,536 re-appropriation of payment.
					957,388 73	364,371 92	
					43 30	43 30	Sale, 1,802 re-appropriation of payment.
					957,345 43	364,415 22	
	123	123.0.0		615 00	61 50	553 50	Sale, 1,650, gain on Survey.
	226,108½	201,964.2.34	24,143.3.6	1,322,375 65	957,406 93	364,968 72	
	106		106.0.0				Sale, 1,835, loss on Survey.
	226,108½	201,964.2.34	24,037.3.6	1,322,375 65	957,406 93	364,968 72	
					47 10	47 10	Sale, 1,206, re-appropriation.
	226,002½	201,964.2.34	24,037.3.6	$1,322,375 65	$957,359 83	$365,015 82	Average price per acre $6.54 cents.

TORONTO, 31st of December, 1859.

JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

II. THE BURSAR'S STATEMENT, NUMBER ONE, OF RECEIPTS AND EXPENDITURE, ON ACCOUNT OF "THE PERMANENT FUND," FOR THE YEAR ENDED ON THE 31ST OF DECEMBER, 1859.

Receipts.	$ c.	Expenditure.	$ c.
To Amount received on Account of Purchase money	27,127 89	Balance on the 31st of December, 1858........................	22,282 89
To Amount received on Account of Invested property returned	609 65	By Amount expended on Account of Building, as per Account Number Seven.................	71,961 41
To Amount received on Account of Loans returned.........	6,715 46	By Amount appropriated by a Resolution of the Senate for Museum fittings	3,800 00
To Amount received on Account of Debentures redeemed...	12,260 13		
To re-appropriation as purchase money instead on interest of a payment account part of Gore, G. Hallowell, quantity of land being deficient.	7 73	By re-appropriation of the Deposit of the 4th of October, 1858, on Account of R¾ Lot 6 North of Erb's Road, Wilmot, as per Interest, instead of Purchase Money	58 83
To re-appropriation on account of Lot 3, 1 Concession, Clarence quantity of land being deficient..................	14 42	By re-appropriation of payments of the 12th of January and 5th of February, 1859, on Account of Lot Number 19, Fourth Concession of Lochiel, as Interest, instead of Purchase Money	43 30
Balance, 31st December, 1859..	51,458 25	By re-appropriation of payment on the 30th of October, 1857, on Account of S½ E½ Lot Number 3, of the First Concession of Uxbridge, as Interest, Instead of Purchase Money............	47 10
	$98,193 53		$98,193 53
		Balance on the 31st of December, 1859	$51,458 25

JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

TORONTO, 31st of December, 1859.

III. THE BURSAR'S STATEMENT, NUMBER FOUR OF THE RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE "OBSERVATORY," FOR THE YEAR ENDED ON THE 31ST OF DECEMBER, 1859.

Receipts.	$ c.	Expenditure.	$ c.
To Balance 31st December, 1858	61 52	Various Accounts	4,452 54
Amount of Warrants on Receiver-General	4,800 00	Balance on the 31st of December, 1859	408 98
	$4,861 52		$4,861 52
			$408 98

JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

TORONTO, 31st of December, 1859.

IV. THE BURSAR'S STATEMENT, NUMBER FIVE, OF RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE "MUSEUM APPROPRIATION," FOR THE YEAR ENDING, ON THE 31ST OF DECEMBER, 1859.

Receipts.	$ cts.	Expenditure.	$ cts.
To Balance, on the 31st of December, 1858	3,790 36	Various Accounts	430 11
To Amount charged to Grounds, (see Account Number 8)	189 69	Balance on the 31st of December, 1859	3,549 94
	$3,980 05		$3,980 05

JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

TORONTO, 31st of December, 1859.

V. THE BURSAR'S STATEMENT, NUMBER SIX, OF THE RECEIPTS AND EXPENDITURE, ON ACCOUNT OF THE "LIBRARY APPROPRIATION," FOR THE YEAR ENDED ON THE 31ST OF DECEMBER, 1859.

Receipts.	$ cts.	Expenditure.	$ cts.
To Balance on the 31st of December, 1858	7,416 93	Sundry Accounts	6,674 45
		Balance on the 31st of December, 1859	742 48
	$7,416 93		$7,416 93

JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

TORONTO, 31st of December, 1859.

VI. THE BURSAR'S STATEMENT, NUMBER SEVEN, OF THE RECEIPTS AND EXPENDITURE, ON ACCOUNT OF THE "BUILDING APPROPRIATION FUND," FOR THE YEAR 1859.

Receipts.	$ cts.	Expenditure.	$ cts.
To Balance transferred to the Permanent Fund	71,961 41	Nil.	
		Balance on the 31st of December, 1859 transferred,	71,961 41
	$71,961 41		$71,961 41

JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

TORONTO, 31st of December, 1859.

VII. THE BURSAR'S STATEMENT, NUMBER EIGHT, OF THE RECEIPTS AND EXPENDITURE ON ON ACCOUNT OF "THE GROUNDS APPROPRIATION," FOR THE YEAR ENDED ON THE 31ST OF DECEMBER, 1859.

Receipts.	$ cts.	Expenditure.	$ cts.
To Amount received from Professor Buckland, being amount received by him for pasturage of Cows on the University Grounds	71 20	Nil.	
Balance carried to Income Fund, Account Number 2	6,256 20	Balance on the 31st of December, 1859	6,327 40
	$6,327 40		$6,327 40

JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

TORONTO, 31st of December, 1859.

VIII. THE BURSAR'S STATEMENT, NUMBER NINE, OF THE RECEIPTS AND EXPENDITURE ON ACCOUNT OF "THE APPROPRIATION FUND," FOR THE YEAR ENDED ON THE 31ST OF DECEMBER, 1859.

Receipts.	$ c.	Expenditure.	$ c.
To Balance of Amount appropriated of Port Hope and Port Stanley Properties...	2,287 81	Nil.	
	$2,287 81	By Balance on the 31st of December, 1859	$2,287 81
			$2,287 81

TORONTO, 31st December, 1859. JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

THE BURSAR'S STATEMENT, NUMBER TEN, OF THE RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE "SURPLUS INCOME FUND" FOR THE YEAR 1859.*

Receipts.	$ c.	Expenditure.	$ c.
To Balance on the 31st of December, 1859	21,691 95	Nil.	
To amount of Loan returned by Upper Canada College.....	6,000 00	By Balance on the 31st of December, 1859	27,691 95
	$27,691 95		$27,691 95

TORONTO, 31st December, 1859. JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

VIII. THE BURSAR'S STATEMENT, NUMBER ELEVEN, OF RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE "MUSEUM FITTINGS APPROPRIATION," FOR THE YEAR 1859.

Receipts.	$ c.	Expenditure.	$ c.
To Amount appropriated by a Resolution of the Senate for Museum Fittings, from the Appropriation of $80,000 made by Order-in-Council, from the Permanent Fund "for the purposes of a Library and Museum"......	3,800 00	Nil.	$3,800 00
	$3,800 00	Balance on the 31st of December, 1859........................	$3,800 00

TORONTO, 31st December, 1859. JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

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*This Fund was reserved by the University Act of 1853 for distribution by the Legislature, and not by the Executive Government, as was done. See page 79.

IX. THE BURSAR'S STATEMENT, NUMBER TWELVE, OF RECEIPTS AND EXPENDITURE ON ACCCOUNT OF "THE OBSERVATORY DIRECTOR'S RESIDENCE," FOR THE YEAR 1859.

Receipts.	$ c.	Expenditure.	$ c.
To amount appropriated from the Income Fund (Account Number 2), by Resolution of the Senate for building a Residence for the Director of the Observatory	4,340 00	Sundry Accounts	4,248 17
		Balance on the 31st of December, 1859.........................	91 93
	$4,340 00		$4,340 00

TORONTO, 31st December, 1859.

JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

I. STATEMENT OF CAPITAL INVESTED AND AMOUNT EXPENDED ON ACCOUNT OF THE UNIVERSITY, FROM ITS COMMENCEMENT UP TO THE 31ST OF DECEMBER, 1859.

	$ c.	$ c.
Capital Invested up to 31st of December, 1858, as shewn in the Return to Parliament to that date............	....	1,054,978 35
Capital Invested in Building, as per Account Number Seven	71,961 41	
Capital Invested in Museum, as per Account Number Five	430 11	
Capital Invested in Library, as per Account Number Six..	6,674,45	
Capital Invested in Museum fittings, as per Account Number Eleven	3,270 00	82,335 97
Less amount of Investments returned, as per Account Number One	....	$1,137,314 32
Invested Property	609 65	
Loans returned	6,715 46	
Debentures redeemed........................	12,260 13	19,585 24
Amount expended up to the 31st of December, 1858, as shewn in the Return to Parliament of that date....	810,305 10	1,117,729 08
Amount expended up to the 31st of December, 1859, as shewn in Account Number Two of the Income Fund.	72,622 67	882,927 77
		$2,000,656 35

TORONTO, 31st December, 1859.

JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

II. THE BURSAR'S STATEMENT, NUMBER TWO, OF THE RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE "INCOME FUND" FOR THE YEAR ENDING ON THE 31ST OF DECEMBER, 1859, SHOWING THE TOTAL AMOUNT OF RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE UNIVERSITY AND COLLEGES AT TORONTO GENERALLY, AND THE AMOUNT EXPENDED ON ACCOUNT OF THE UNIVERSITY OF TORONTO AND UNIVERSITY COLLEGE SEPARATELY.

Receipts.		General Expenditure.	University Expenditure.	University College Expenditure.
	$ c.	$ c.	$ c.	$ c.
Balance on the 31st of December, 1858 ...	437 81	54,053 31	14,338 15	37,193 53
Various Receipts	$72,622 67			
	$73,060 48	$54,053 31	$14,338 15	$37,193 53

Balance on the 31st of December, 1859, $19,007.17.

TORONTO, 31st of December, 1859.

JOHN LANGTON, Auditor. DAVID BUCHAN, Bursar.

CHAPTER VIII.

PROCEEDINGS, WITH EVIDENCE, OF THE SELECT COMMITTEE OF THE HOUSE OF ASSEMBLY ON THE MEMORIAL OF THE REVEREND JOSEPH STINSON, D.D., PRESIDENT, AND THE REVEREND EPHRAIM B. HARPER, SECRETARY, ON BEHALF OF THE CONFERENCE OF THE WESLEYAN METHODIST CHURCH OF CANADA, IN RELATION TO THE UNIVERSITY OF TORONTO.

ORDER OF REFERENCE FROM THE HOUSE OF ASSEMBLY, 19TH OF MARCH, 1860.

Resolved, That the Memorial of the Reverend Joseph Stinson, D.D., President, and the Reverend Ephraim B. Harper, Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada, in Relation to the University of Toronto be referred to a Select Committee, composed of the Honourable Messieurs Malcolm, Cameron, Attorney General John A. Macdonald, George Brown, William Cayley, Michael H. Foley and Messieurs Adam Wilson, David Roblin, John Simpson and Henry W. McCann.

March 26th, 1860. Ordered, That the Petition of University College, Toronto, received and read this day, in relation to the University of Toronto, and all other Petitions on the same subject, be referred to the said Committee.

March 21st, 1860. The Committee met and on Motion of the Honourable Attorney General Macdonald the Honourable Malcolm Cameron was chosen Chairman.

March 23rd, 1860. Ordered that the Clerk do summon the Reverend Joseph Stinson, and the Reverend Ephraim B. Harper, Petitioners on behalf of the Methodist Conference, and others on their behalf, to attend the Committee, and that they be telegraphed to that effect.

March 26th, 1860. On Motion of the Honourable Michael H. Foley, it was,—

Ordered, That the Chairman move in the House of Assembly for the Printing of the Memorial, laid before the House, of the Reverend Joseph Stinson, D.D., and the Petition of the University of Toronto.

The Reverend Messieurs Stinson, Green and Cook, appeared, and addressed the Committee on the part of the Complainants.

Ordered, That the Reverend Doctor Ryerson, now in Quebec, be summoned to attend the Committee on Thursday next.

March 20th, 1860. The Reverend Doctor Ryerson appeared in answer to the Summons of the Committee. The Reverend Messieurs Nelles, and Poole appeared on behalf of the Reverend Ephraim B. Harper. The Reverend Doctor Cook appeared, and read the following Statement:

STATEMENT OF THE REVEREND JOHN COOK, D.D., PRESIDENT OF THE UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON:

The Act of the 16th Victoria, Chapter 89, passed in the Session of 1853, established a University to be called the University of Toronto, and a Collegiate Institution in the City of Toronto, to be called University College. These, according to the provisions of the Act, are entirely distinct and separate, the one from the other; having different functions, and being placed under a different Government. The functions of the University are simply to examine for, and confer, Degrees and University Honours. Those of University College, to give to Students, the ordinary education of Collegiate Institutions. The property of all kinds, belonging to the University of Toronto, as formerly constituted, was vested in the Crown, to be managed by a Bursar, under the direction of the Governor-in-Council; and the income thence arising, omitting for the present, all reference to what is called Upper Canada College, which has property of its own, to be applied, first to defray the expenses of the University; second, of University College; and third, if there were any Surplus, it was to form a fund, to be from time to time appropriated by Parliament, for Academical Education in Upper Canada.

2. The undersigned is of the opinion, that this Law was seriously objectionable in some of its provisions, and that it was especially defective, in providing no means for carrying into effect, what the Preamble of the Act shews, and what is well known, and can easily be proved, was the policy of the framers of the Act, in regard of Academical Education.

3. But, taking the Law as it stands, it may fairly be doubted, whether the administration of it has been such as to command the approbation of those who take an intelligent interest in the cause of Academical Education in Upper Canada. The two Institutions,—the University and University College,—were designed to be under a separate Government. It may surely be questioned whether Professors, who are Governors of the College, should be placed in the Senate of the University, in sufficient numbers to constitute a majority of the quorum of that Body, for the transaction of business. The University was especially constituted to be an Examining Body, as separate from the College, the functions of which was to teach. It may be questioned if the Examiners of the University should be selected from the Professors of the College. It may be questioned, (whether, in view of the interest of general Academical Education in the Province, contemplated in Section 54, of the Act,) there has not been an expenditure, which may, not unjustly, be characterized as wasteful and extravagant, and calculated effectually to prevent from being realized, the just expectations of other Academical Bodies engaged in the same work as the University College, and prosecuting it with not inferior efficiency and success. It may be questioned, if Section 57 of the Act giving power to the Governor-in-Council, "to authorize such permanent improvements or additions" to the College Buildings, as might be required for the University, and for University College, warrants the expenditure of well nigh £100,000, in the erection of entirely new Building, on a different Site;—or if it does, whether the interests of Academical Education might not have been better secured by a less expensive Building and by a commencement of that Fund for Academical Education in Upper Canada, apart from University College, which Section 54 of the Act contemplates. It may be questioned whether a revenue understood to amount to £15,000 a year, be

not greatly more than is necessary for the legitimate purposes of the University, and University College, and whether, if a judicious economy had been practised, there would not have been ample funds to give liberal aid to the other Academical Institutions. On these points, there is certainly enough of doubt and dissatisfaction among those interested in the progress and advancement of Academical Education, to call from the Legislature for searching enquiry, and a deliberate judgment. It is scarcely to be denied by any one, that, under the Law as it now stands, much might have been done useful to the Province, and calculated to give satisfaction to all parties, which has been left entirely unaccomplished.

4. But the Law, as it now stands, is defective in providing means for carrying into effect the policy in regard to Academical Education, on which it was framed. That policy is indicated by the reference in the Preamble of the Act, to the University of London, and there are now in the Legislature, Members of the Government from which that Act emanated, who can testify what that policy was. It was after the example of the University of London, to have all the Collegiate Bodies of the Province affiliated to the University, which alone was to have the power of conferring Academical Degrees. In this way, it was supposed that there would be given to the University the dignity and importance necessarily belonging to a Body, to a great extent, regulating and controlling the whole Collegiate Education of the Province, that there would be a uniformity of value in the University Honours and Degrees, and that there would be created, in the different Affiliated Colleges, a spirit of generous rivalry, to send up their respective Students, well qualified to claim such Honours and Degrees. That such was the policy of the Government at the time of the passing of this Act, the undersigned can himself testify, having been consulted by a Member of the Government, as to the terms and conditions on which the affiliation of Queen's College could be brought about.

5. And it was a wise policy. Mr. Gladstone, one of the most accomplished scholars, as well as statesmen, in the Imperial Parliament, and peculiarly fitted by his academical experience to give advice on such a matter, recently recommended the same policy to the Scottish Universities, giving it as his opinion that, for the advancement of learning in Scotland, it was desirable that there should be in it only one University,—an Examining Body—to confer Degrees, and that the present Universities should be affiliated Colleges, for the sole purpose of giving collegiate instruction. How it was that a policy, the benefits of which are so many and obvious, was not carried out, can easily be stated. The Government required, as a preliminary and necessary condition to affiliation, that Colleges having University powers, either from the Crown, or by Provincial enactments, should surrender their powers; and there was a cry at the time, as there probably still is in many, a feeling, against the application of public funds to Denominational Colleges. The Colleges were naturally unwilling to surrender their University powers, in order to enjoy what, under the fluctuating legislation of this Province, might prove but an uncertain and precarious benefit; and the Government did not care, by the partial endowment of Denominational Colleges, by which only affiliation could be obtained, to place itself in opposition to the party cry against such Colleges, however well convinced of the folly of it,—as how, indeed, should the Government, or any reasonable man, not be? For what objection could it be to Academical education, if sound and good, of which not any Denomination, but the University, was to be the judge, that such education was given by Episcopalians, or Presbyterians, or Methodists? Unforunately, the wise policy of the Government was abandoned, and another initiated, according to which, the University and University College, instead of being separate, and the one the judge of the efficiency of the other, are, as was recently stated by Doctor McCaul, practically one and the same, and the whole University Endowment of the Province is applied to the exclusive benefit of University College. Against such exclusive application of the Public Funds for University purposes, I am instructed by the Authorities of Queen's College

to protest, as unjust, unnecessary and injurious to the extension and improvement of Academical Education in Canada.

6. The policy now seems to be to build up one College, and, by its ample Endowments, its numerous Scholarships, and its magnificent Buildings, to crush all others, What is done for University College has been already stated. Of the sum of £5,000 set apart by the Legislature, out of the general revenue of the Country, for the encouragement of Academical Education in Upper Canada, £1,000 are given to [U. C. College], a Grammar School in Toronto, already richly endowed, and the residue is divided among four other Collegiate Institutions. It is certainly possible that the success of this policy might be attended with some advantages. In an Institution numerously attended, there is a greater stimulus to intellectual activity and exertion, —an advantage, however, counterbalanced by the greater chance of moral corruption, there being of necessity a less close and watchful surveillance over the Students. But, however this may be, what has been assumed to be the present policy is not likely to prove successful. Trinity College, Queen's College, and Victoria College will continue to be sustained, whatever be the fate of the present application to the Legislature; and, with the growing education and intelligence of the Province, there will also be a growing conviction, that, although in humble Buildings, and with but scanty resources, a College may have able and energetic Teachers, and have in them, what, after all, is most essential to the education of youth.

7. The probability of success in such a policy is rendered further doubtful, by what appears to many a well founded objection to the constitution of University College. By that constitution the appointment of Professors belongs to the Government of the day, and there is no restraint, on religious grounds, on the liberty of choice. A Professor may be Roman Catholic, or Protestant, Trinitarian, or Unitarian, Christian, or Infidel, —waiting regularly on the ordinances of some Christian Church, or showing utter and habitual disregard of any Christian Ordinances. There may be, no doubt there are, many persons in the Province who hold this a matter of no consequence,—perhaps an advantage,—and who are satisfied if nothing directly hostile to Religion be taught in the classes of a Professor. But there are many also who think very differently. It is not of directly infidel, or irreligious, teaching that such persons are afraid. It is of the impression made on young men, at a time when the awakened intellect is beginning to deal with all questions, and to hold every proposition as a matter for dispute,—when the passions, too, are claiming to be released from the restraint of principle, by the mere fact,—known to them,—of the person set over them,—eminent, perhaps, for intellectual powers, and great attainments,—being infidel in his opinions, or irreligious in his practice. The impression is, if such a man cares nothing for Religion, there cannot be much in Religion that is worthy to be cared for. A foolish impression, to be sure, but what usually does infidelity rest on but such impressions? It may be safely assumed of the great body of serious thinking and Religious Persons over the Province, that, in sending their sons to a distance to receive Academical Education, they will prefer placing them under the charge of Men in whom the Religious Bodies, to which they belong, place confidence, rather than in an Institution of which, however it be now composed, the constitution gives no security for the Religious character of the Professors.

8. And so, unless some change be made by the Legislature, matters are likely to remain much as they are at present; one large body of the people of the Province choosing that their sons should receive Collegiate Education, under Episcopal,—another under Presbyterian,—another under Methodists,—another under Roman Catholic, influences,—another indifferent, as far as Collegiate Education goes, under what influences of a Religious kind,—and the whole University Endowment of the Province be given to the last, it is to be hoped, the least numerous of all.

9. In these circumstances, and with these views, the undersigned is instructed by the Board of Trustees of the University of Queen's College, Kingston, to petition the

Legislature, for an investigation into the management, and for a more beneficial and equitable application of the public University Endowment, in Upper Canada.

Quebec, 29th March, 1860.

JOHN COOK, D.D.,
Principal of the University of Queen's College, Kingston.

The Reverend Doctor Stinson appeared and handed in the following Statement:—

STATEMENT OF THE REVEREND JOSEPH STINSON, D.D., PRESIDENT OF THE WESLEYAN METHODIST CONFERENCE OF CANADA.

The promotion of Education in our Country, is an object, in which every good Citizen must feel a deep interest. The imperative necessity of providing for our children, such an amount of learning, as will qualify them to occupy, with credit to themselves and satisfaction to their Parents, those positions in life which the Providence of God may assign them, is now generally admitted. The excellent Common School Sytem of this Country, places within the reach of all our children the means of obtaining a good English Education. But, amongst our young people, there are not a few, who cherish a laudable ambition to realize the inestimable advantages of a thorough Classical and Scientific Course of Instruction. Our youths, by scores and hundreds, are determind, as far as possible, to secure the blessings, and win the honours of literary culture. Every encouragement should be afforded them, in the pursuit of an object alike desirable for themselves, and beneficial to their Country. But we deem it to be a matter of unspeakable importance to our young men,—that they should obtain their Education in connection with influences which will be most favourable to their moral, as well as to their intellectual, culture,—otherwise their learning may be to them a curse instead of a blessing; may make them conceited, selfish, cunning and unprincipled as individuals, instead of generous, honourable citizens, and useful and happy Christians. Influenced by these views, the Wesleyan Methodist Church originated Victoria College, which, although a Denominational, is not a Sectarian, College; inasmuch, as no Theological test is required from its Professors, or its Pupils. No Denominational tenets are inculcated in its devotional exercises, and every Student is required to attend the Religious Services of the Church of his Parents, or Guardians.

2. The erection and support of this College has cost the Wesleyan Church nearly Eighty thousand dollars. In its halls nearly five thousand youths have been educated; many of them are creditably occupying positions of great responsibility and influence in this noble and rising Colony. Victoria College is now in circumstances of considerable embarrassment. Thus far, it has been chiefly supported by the voluntary efforts of its own Denomination. It was never expected that it would be entirely dependent upon, or could be sustained by such limited and precarious support, but that it would receive a fair share of such Public Funds as were to be appropriated by the Government for the encouragement of Educational Institutions. We do not intend to relax our voluntary efforts, but we believe that those efforts ought to be encouraged and supplemented by an appropriation from the University Fund. To such an appropriation we believe we have a legal and a just claim. We found that claim on the plain letter of the Law, settled in accordance with the voice of a majority of the people, to whom the University properly belongs and for whose general benefit it ought to be expended.

3. This amended University Law, sanctioned by the Legislature of the Country, with the obvious design of amending the Laws of the University of Toronto, was passed in the year 1853. That Law is called an Act to amend the Laws relating to the University of Toronto, by separating its functions as a University from those assigned to it as a College, and by making better provision for the management of the property thereof, and that of Upper Canada College.

That the former University with the College and Royal Grammar School, which were instituted by His Majesty George the Fourth, failed to accomplish the purposes contemplated by their Establishment. The sense in which they failed to accomplish those purposes, is clearly stated. 1. No College, or Educational Institution, became affiliated to the said University. 2. Many Parents and Guardians were deterred by the Expense and other causes, from sending the youth under their charge to a large City, distant in many cases from their Homes.

4. Hence, many youths prosecuted their studies, and completed those studies and do so still, in Literary Institutions in various parts of the Province, to whom the Law i.e., the present University Law of 1853, says it is just and right to afford encouragement in the prosecution of their scholastic labours.

5. Therefore, in accordance with that just and right purpose, and with a view, as we think to its being practically carried out, it was enacted, that any Surplus of said University Fund, remaining at the end of any year, after defraying the expenses payable out of the same, shall constitute a Fund, to be, from time to time, appropriated by Parliament for Academical Education in Upper Canada.

6. Hence we maintain that Victoria College, being a regularly incorporated College, a College affording a high literary training to hundreds of the youth of the Province, a College struggling under financial difficulties, has a just claim to a share of that Surpus Fund; but, up to the present day, not the smallest part of that Fund has ever been given to that Institution.* We claim a part of that Fund, not for sectarian purposes, but because we are doing a great educational work, and because, as a community, second to none in our number and in our efforts to promote and defend all the interests of the Country, we have [under the University Act of 1853,] an indisputable right to a share of the munificent University Endowment, an Endowment not designed for the exclusive benefit of a very limited number of the people, but for the good of the whole of the population of the Country.

7. That generous and patriotic design has been thwarted by the exclusive spirit, and, as we think, the unjust and extravagant expenditure of those who had the control of this Fund. We need not present a stronger proof of the truth of this complaint, than that which is furnished by the fact, that, up to the year 1857, no less than One million and a quarter of dollars had been expended on one Collegiate Institution in the City of Toronto. To this enormous sum, the expenditure of 1858 and 1859 must be added. When this is done, there will be ample proof, that one of the most splendid Educational Endowments, in the world, is being frittered away to gratify a few College Monopolists, instead of being invested and employed, as was intended [by the Act of 1853], to improve and benefit the whole community.

8. The undersigned therefore respectfully and earnestly requests, on behalf of the Wesleyan Methodist Church in Canada, that Your Honourable Committee will give to this subject your most careful attention, and, in your wisdom, devise some plan by which the evils complained of may be speedily remedied.

Reverend Doctor Ryerson addressed the Committee on the part of Complainants.

On motion of Honourable Michael H. Foley, it was,—

Ordered,—That the Statements of the Reverend Doctors Cook and Stinson be printed for the use of the Committee.

On motion of Mr. Adam Wilson, it was,—

Ordered,—That the Clerk do summon the Reverend George Weir, Professor of University of Queen's College, Kingston; and that he also be telegraphed, for his immediate attendance.

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*It will be seen by reference to the Financial Statement on page 92 of this Volume that Six thousand dollars of the "Surplus Income Fund" had been loaned to Upper Canada College, instead of being reserved, as directed by the University Act of 1853, for distribution by the Legislature to Institutions for the promotion of Collegiate Education. The loan was afterwards returned. See pages 92 and 96 of this volume. On page 79, it will be seen that the Executive Government, (and not the Legislature), made a Grant from this "Surplus Fund" to Upper Canada College.

March 30th 1860. The Reverend Doctor Cook appeared before the Committee, and was Examined.

By the Honourable George Brown. *Question* 1.—In the Evidence you gave before this Committee, are you authorized to speak the views of the Presbyterian Church, in connection with the Church of Scotland?—I am not.

Question 2.—Have the College Trustees and Senate, maturely considered the question before this Committee, and have they arrived at a formal decision upon it, so that you can say, definitely what they desire?—Yes, in the shape of Resolutions.

Question 3.—Will you lay these Resolutions before the Committee?

Witness hands in a Resolution, as follows:—

"Extract from the Minutes of the Executive Committee of the Board of Trustees of the University of Queen's College, Kingston.

26th March, 1860. On "which day the Executive Committee, of the University of Queen's College met, and, being constituted, *inter alia,* it was, after deliberation, unanimously resolved, that the very Reverend Principal Cook, be authorized to prepare, and sign, in name of the Board of Trustees, a Petition to the Legislature, praying for an investigation into the management, and a more beneficial and equitable application of the public University Endowment in Upper Canada; it being provided that any plan which may be proposed for a juster apportionment of that Endowment, be submitted for consideration to the Board, before being concurred in on their behalf.

By Order of the Executive Committee.

ANDREW DRUMMOND, Chairman, *Pro Tem.*

Question 4.—The Committee perceive that this Resolution of the College extends no further than demanding an inquiry into the present management of Toronto University, and a more equitable application of the Endowment of that Institution. Are you in a position to express the views of your College beyond that point, and if so, to what extent? —I think I am, to some extent.

Question 5.—Are you in a position to give any Evidence to this Committee, from your own knowledge, as to the alleged waste of Public Funds in the management of Toronto University?—Only from the Public Accounts.

Question 6.—Can you point out to the Committee any plan for economising the Expenditure you complain of, in the management of Toronto University?—I only see a *prima facie* case of great extravagance, which ought to be inquired into by the Legislature.

Question 7.—[By the Honourable William Cayley.] Do you think an average of from £400 to £600 a year, excessive for competent Professors?—I do not consider £500 a year, by any means too much. I would rather make it more than less.

Question 8.—[By the Honourable George Brown.] Would £600 be too large a salary for a Professor of Mathematics?—I do not think it would. I think that men of science ought to be well paid.

Question 9.—Do you then make any objection to the Salaries now paid to the Professors of University College?—I am not sufficiently acquainted with them, to give an opinion on that point.

Question 10.—Do you make any objections to the Salaries now paid to the Professors of Toronto University?—I am not sufficiently informed.

Question 11.—Do you make any objections to the Salaries now paid to the Masters of Upper Canada College?—I am not sufficiently acquainted with them to judge. I have derived my opinion, in regard to the Expenditure of that Institution, from comparing the Returns from Upper Canada College, with those of Montreal and Quebec High Schools.

Question 12. [By Mr. John Simpson].—State, on the average of the last three years, the number of Pupils in the High School at Quebec; the Fees paid for tuition;

the charge for Board; the Masters employed, and the Salaries paid to them,—and the other expenses of the Establishment, under their several heads. Answer the same question with regard to the High School at Montreal, and any other Institution of the same, or a higher grade, which you can answer?

The average attendance at the High School of Quebec, during the last three years, has been 135 pupils, including the 26 named by the Government, for whose education, the Institution receives an anuual sum of £282, and including also, 9 other pupils who receive a free education. The fees paid are £10 per annum, for boys under 10 years of age, and £12 10s for boys over 12. There is no Boarding Establishment connected with the High School. At present four Teachers are employed, and the average Salaries paid to them during the last three years, have been to the Rector, £425; and to the Second, Third, and Fourth Masters £425, £250, and £96 respectively in all, £1,196. The other expenses of the Establishment have averaged £185, or in all, $1,381.

Question 13. [By the Honourable George Brown.]—Are the same branches taught in all three Schools, and is the scale of Education no higher than in the others?—The branches of Education are substantially the same. I may almost say entirely the same.

Question 14. [By the Honourable William Cayley].—Are you aware what Fees are paid by the Scholars at Upper Canada College?—I am told £5 per annum.

Question 15.—Can you state what Fees are paid by the Scholars at the High Schools of Montreal and Quebec?—Yes. £10 in Montreal, and £10 in Quebec, for Pupils under 10 years of age, and £12 10s. for pupils over 10 years, per annum.

Question 16. [By the Honourable George Brown.]—What is the annual Income of Toronto University, and University College?—I am given to understand that it is about £15,000.

Question 17.—From what sources is that Revenue derived?—From the sale of Public Grants of Land.

Question 18.—What amount of surplus Annual Revenue, do you think could be spared for other purposes, than the support of Toronto University and University College?—I think about £6,000 would be ample for the necessities of Toronto University, and University College, exclusive of Scholarships.

Question 19.—Do you think Scholarships should be abolished; and if not, what allowance should be made for them?—I do not think Scholarships should be abolished, I am not prepared to state what amount should be appropriated for them; nor what number there should be.

Question 20.—How many Professorships do you think there should be in University College?—A Principal, with five, or six, Professors, doing their duty efficiently, would be ample.

Question 21. [By the Honourable William Cayley.]—Do you object to any portion of a Professor's time, or Lectures, being given specially to Students, preparing for Honours?—I have not considered that question.

Question 22. [By the Honourable George Brown.]—Do you think there should be a Professorship of Classical Literature in University College; and if so, what Salary would secure a competent person?—I think there should be a Professorship of Classical Literature, with a Salary of £500 currency a year.

Question 23.—Should there be a Professorship of Metaphysics; and if so, what Salary attached?—Yes, certainly, of Metaphysics and Moral Philosophy united: same salary.

Question 24.—Should there be a Professorship of Chemistry; and if so, with what Salary attached?—Yes, a Professorship of Chemistry and Natural History united: same Salary.

Question 25.—Should there be a Professorship of Agriculture; and if so, with what Salary attached?—In the present state of University Education in this Country, I think there should be no more Professors than necessary, to give a Classical and Scientific Education. I think there should be no Professorship of Agriculture in the University, with Salary.

Question 26.—Should there be a Professorship of Natural Philosophy; and if so, with what Salary attached?—There should be a Professorship of Mathematics and Natural Philosophy united, with a Salary of £500 currency a year.

Question 27.—Should there be a Professorship of History and English Literature; and if so, with what Salary attached?—I do not think it necessary.

Question 28.—Should there be a Professorship of Natural History; and if so, with what Salary attached?—I think that it ought to be combined with the Chemistry Chair, and that a Salary of £500 a year is not too much.

Question 29.—Should there be a Professorship of Modern Languages; and if so, with what Salary attached?—I do not think there should be one.

Question 30.—Should there be a Professorship of Mineralogy and Geology; and if so, with what Salary attached?—I think it desirable; perhaps at £500 a year.

Question 31.—Should there be a Professorship of Meteorology; and is so, with what Salary attached?—I think not.

Question 32.—Or of Oriental Literature?—I think not.

Question 33.—Do you think there should be a Classical Tutor in University College; and if so, with what Salary?—I think there ought to be several Tutors, at a Salary of £120 each.

Question 34.—Should there be a Librarian; and if so, at what Salary?—If the University, or University College, has a Library, there should be a Librarian; if his whole time is given, his salary should be £250; if part of his time, £100.

Question 35.—Should there be a Registrar; and if so, what Salary should be received?—I do not think it necessary; the Librarian could do the duty perfectly.

Question 36.—Should there be a special allowance for the President of the College?—An additional allowance of Two hundred and fifty pounds, if he be one of the Teachers, which I think he should be.

Question 37. [By Honourable William Cayley.]—Do you consider Modern Languages objectionable in forming part of a University Course?—Yes. Objectionable.

Question 38.—Will you give your reasons?—I think the study of Modern Languages, to any great extent, at a University, injurious to the acquirement of Classical and Mathematical learning, which it is the main purpose of a University Education to communicate.

Question 40. [By Mr. John Simpson.]—Do you think it right that Professors, receiving annual Salaries, should be paid by Fees for the Examination of Students for Degrees?—Yes, but they should not be employed in examining their own Students.

Question 41.—Is not $2,160 paid annually for the Examination of Students, a very large sum indeed for that service to cost?—I think it an exorbitant sum for the service.

Question No. 42. [By Honourable William Cayley.]—Do I understand you to say by your answer to No. 40 that you object to Teachers being Examiners?—No: The objection applies only to Teachers examining their own Students.

Question No. 43.—Do you believe that you can have efficient Examiners who have not had practice in teaching?—Teachers make the best Examiners, or Persons who have been Teachers.

Question No. 44. [By Honourable George Brown.]—Have you any matured plan for the remodelling of Toronto University?

(Witness was allowed to hand in his reply to this question at the next Meeting of the Committee.)

Order—That the Clerk do summon the Reverend George Weir, Professor of the University of Queen's College, to appear before the Committee on Monday, 2nd April. Also, summon the Reverend William H. Poole, to attend on the Committee to-morrow.

Order—That the Evidence and Proceedings of the Committee be printed for the use of the Committee.

March 31st, 1860 The Reverend Doctor *Cook* appeared and was further examined. He handed in the following Answer:

Answer to Question No. 44—I should be sorry to call anything I can now say a matured plan, but I offer the following as suggestions in forming such a plan:—I think there should be a complete separation between the University and University College; that the University should be designated the University of Upper Canada; and that all Educational Institutions, incorporated by Royal Charter, or by an Act of the Provincial Legislature, which are willing to submit to the Curriculum for Degrees, which is, or may be, established by the University, which have a competent staff of Professors, say five, and in which Students are, or shall be, received without regard to Religious Persuasion, should be, if the authorities of such Institutions wish it, affiliated to the University; all Affiliated Colleges to be bound to hold University powers in abeyance, while receiving an allowance from the University Fund; that the Senate, consisting of Twenty-four Members, should be appointed, one-half by the Affiliated Colleges and one-half by the Government, (and it should be a principle, in making the Government appointments, not to give the preponderance to any one College, or neighbourhood); that the Examination of Students for Degrees and Scholarships should take place in rotation at each College seat, no Professor to be an Examiner of his own Students; that the sum set apart yearly for University Scholarships be not more than £500; that the Salary of the Vice Chancellor should be abolished; that, for all the expenses of the Senate, there be set apart the sum of £1,250 a year, of which not more than £500 to be for Scholarships; that if the Library and Museum of the University be given in charge to University College, a liberal allowance be made to each of the Affiliated Colleges for the collection of a Library and Museum; that the remaining income of the University be divided among the Affiliated Colleges, University College to receive not more than double of each of the other Colleges, the present Grant from the Consolidated Fund to continue until the revenue from the University Endowment reach £20,000 a year,—no part of the Income so received by any Affiliated College, to be employed in the support of a Theological Faculty, or Professor. Upper Canada College to be entirely disconnected from the University and University College.

Question 45. [By Honourable Malcolm Cameron.]—In stating yesterday that you thought University College could be carried on with a revenue of £5,000, did you mean to say that that sum would be sufficient, in all cases, for an Academical Institution, or sufficient in the present circumstances of this Province?—I do not think that a University is intended to teach all sorts of things to all sorts of people. I think its purpose is to give a Classical and Scientific Education, and, in particular, to fit young men for entering advantageously on what are called the learned professions; and this purpose a College can serve, as I think, and serve effectually, with a revenue of £5,000 a year. I do not undervalue any branch of knowledge; but, taking into account the number of Students in Canada, and the short time they can usually afford to spend is attending the classes of a University, I think the establishment of many Chairs, which might elsewhere be useful,—and, at all events, in large Academical establishments, ornamental,—quite unnecessary and wasteful. This would probably appear, if a Return were called for, of the Students who have attended, during the different College Terms, the classes of Agriculture, Meteorology, Oriental Literature, and some others, in University College. With respect to Modern Languages, I must not be understood to undervalue the acquisition of them. But I think the, (as it seems to me), proper subjects of a University Course, both are, and, ought to be engrossing; that Modern Languages should be acquired before, or after, such a Course; and that, where there is a taste, or necessity, for such Languages, private Tutors can generally be found at a College seat to give the required instruction quite as effectually as could be done in a College class.

Question 46.—In your estimate of the annual expense of maintaining Toronto University and University College, did you include the expense of managing the Property forming the Endowment of the Institution, such as the Bursar's Office expenses, collections, insurance, taxes, etcetera?—No.

Question 47.—Did you make any allowance for boarding the Students, and do you think it well that they should be inmates of the Institution?—I do not think it desirable that the Students should be so boarded.

Question 48.—Under your plan for affiliating the Denominational Colleges with the Toronto University—what existing Institutions would be entitled to affiliation?—University College, Toronto, Queen's, Victoria, and perhaps others; I am not sure that Regiopolis would be entitled to share in the Endowment.

Question 49.—Would Regiopolis be entitled to affiliate?—I am not sufficiently acquainted with it.

Question 50.—On what point do you need information to enable you to say whether Regiopolis would or would not be entitled to affiliate?—I do not know the Curriculum.

Question 51.—If Regiopolis were to model her Curriculum to suit your plan, would she be entitled to affiliate?—Certainly.

Question 52.—Would St. Michael's College, Toronto, be entitled to affiliate?—I do not see the necessity of asking the question with respect to each College one after the other; because I think that every College which complies with the conditions specified should be received to share in the Endowment. I have no positive knowledge of the intentions of any College with respect to this proposition.

Question 53.—Would the Roman Catholic College at Ottawa be entitled to affiliate?—Every College seeking affiliation should come under these conditions.

Question 54.—Would Knox's College, Toronto, be entitled to affiliate?—If it came under the arrangement I propose.

Question 55.—Would Hamilton College be entitled to affiliate?—I know nothing of Hamilton College.

Question 56.—Does your plan embrace only those Colleges now existing, or do you think the right to affiliate should extend as well to all Colleges hereafter to be chartered?—To all Colleges which may be established hereafter, as well as to those now existing.

Question 57.—Are you aware that the College at Hamilton has already applied to be affiliated under the existing Charter of Toronto University, and has asked how much money it would be entitled to receive from the Endowment?—I am not.

Question 58.—Supposing all those Colleges were to come into affiliation with the Toronto University, would the Endowment be sufficient to sustain the number of Chairs which you judge requisite for a higher school of learning?—I do not know the number of Colleges which your question includes, I can conceive of a number so great as to make the share of each insignificant for its support, without the supplement of private liberality.

Question 59.—Is there any possibility of applying a limit if every Denomination shall be entitled to an equal support?—I think there is.

Question 60.—Please state how you would apply such limit?—Let the character and amount of the work required of the Colleges to be placed on the University foundation, be fixed at a sufficiently high standard, and there will neither be harm in the multiplication of Colleges, nor danger of such a multiplication as would render the portion of the Public Endowment applicable to each insignificant.

Question 61.—Do I understand that it should be a condition precedent to the right of affiliation that any Institution seeking that benefit, should be in operation.—If so, for how long?—I think such Institution should be in operation. I do not think it necessary to fix the length of time. I think it should give reason to believe in its stability.

Question 62.—Are you aware how many Students in Arts there are in Upper Canada?—No.

Question 63.—Can you make an approximate estimate?—No.

Question 64.—Your plan is that the surplus of the Endowment of the University should be divided among different affiliated Colleges *pro rata*, according to the number of the Students?—I have not yet said so, but it might be very properly so stated.

Question 65.—Is that the principle of division which you propose?—I know of none better.

Question 66.—Are you able to estimate the sum which would probably fall to each Affiliated College on this plan of division?—I cannot enter into such details.

Question 67.—Would not the tendency of such a plan be to induce Colleges by undue means to increase the number of their Students?—I think the University should have the power of regulating that, and would prevent any such abuse.

Question 68.—What is the Annual Revenue of Queen's College?—I think about £2,600; I am speaking without knowing the precise figures.

Question 69.—Has that Revenue been steady?—For some years it has been about that sum.

Question 70.—Can you state the Revenue of Queen's College year by year since its foundation?—Not without a great deal of trouble. The following are nearly the sources of Revenue at present existing, videlicet:—From the Government, £750. General Assembly of Church of Scotland, £360. Church Fund, £500; Fees, £150. Interest on Bank Stock, forming the endowment, £800. Total, £2,560.

Question 71.—How is the Managing Body constituted?—There are thirteen Clerical Trustees who are appointed by the Synod of the Presbyterian Church of Canada; the Lay Trustees are appointed by themselves. Two go out every year, and their places are filled by those who remain, from lists furnished by the various Congregations. the Lay Members are, I think, fourteen, making in all twenty-seven. That Body has the entire control of the College.

Question 72.—How many Professors are there, name them with their Salaries?—The Reverend Doctor Cook, (myself) Principal, without salary. Reverend John Mowat, Professor of Hebrew and Church History, at £375 per annum. Reverend George Weir, Professor of Classical Literature, £375 per annum. Reverend Doctor Williamson, Professor of Mathematics and Natural Philosophy, £375. Reverend Doctor George, Professor of Metaphysical and Moral Philosophy, £375. Doctor Lawson, Professor of Chemistry and Natural History, £400. The latter Salary is made up partly of Fees. There are also five medical Professors; videlicet: Doctor Stewart, Anatomy; Doctor Dickson, Practice of Surgery; Doctor Yates, Principles and Practice of Medicine; Doctor Fowler, Materia Medica; Doctor Litchfield, Medical Jurisprudence. These are all supported by Fees, with the addition of a Grant of £250 per annum from the Legislature.

Question 73.—Did any Clergy Reserves money go to this College? The Temporalities Board, which manages the Church Fund, gives £500 a year.

Question 74.—What number of Students attend the College? Professor Weir will be examined and can answer all these questions.

Question 75.—Your proposal is that the Colleges which may affiliate, should put their Charters in abeyance; how is that to be done?—Yes, in so far as giving Degrees is concerned. It should be done by Resolution of the Trustees.

Question 76.—Do you desire the Colleges, after affiliation to have the power of returning to their present condition, whenever they desire it?—Whenever the public allowance shall be taken away. I should not think it reasonable that they should return to it otherwise. This, however, is a matter of arrangement.

Question 77.—Is Queen's College prepared to surrender her present Charter on receiving the requisite powers to carry on a College under such a plan as you suggest with a share of the Endowment accorded to her?—I do not think she will surrender her Charter on any terms. But I believe she is prepared to hold in abeyance, the power of granting Degrees under an arrangement which would enable her to affiliate with the University of Toronto.

Question 78.—Would she surrender the right to grant Degrees?—I think so, during the continuance of a satisfactory arrangement, to which she would give her consent.

Question 79.—Do you consider the Religious opinions of Professors important?—I do, and am anxious to quote on that head the opinions of the late Baron Alderson, as follows:—"With reference to the general subject of education, I cannot say I like compromises on such points. I grieve over our unhappy divisions, and not the least that they are the real obstacles to education. I accept them as a *fait accompli*, and try to make the best of the case. I hope I have a true Catholic toleration for all who conscientiously differ from me, knowing how little right I, or, indeed, any man, has to set up for being infallible. But I must act after all, (and I assure you I sincerely wish others to do so too), according to my own convictions. These lead me to educate others as I believe myself to be bound to do in vital truths, which I myself accept, and in no others. Everybody will perhaps say the same, but they will add, 'give secular instruction in common.' I believe that to be impossible, because all learning and all science may be so taught as to include in it some perversion, or untrue teaching of Religion. An unbeliever teaching a boy arithmetic may insinuate that the doctrine of the Trinity in unity is not true, and geology may be taught so as to throw doubts on the Bible. It is unnecessary to multiply examples. I look a great deal more to the opinions of the persons teaching than to the things proposed to be taught; for education is the bringing up a child as a responsible being to God and to Society, and in most cases the Boy follows the Master, as I believe, both for good and evil."

Question 80.—Do you consider that a Professor, being a Clergyman, is an absolute security for that?—By no means, nor the having signed a test; nor that he says Prayers every morning.

Question 81.—You mentioned on a former day that the Church of Scotland, had, at one time, fallen into a very depressed moral state, very much in consequence of the character and teaching of the Professors of the Universities. Were those Professors not Clergymen?—Some were. Not all.

Question 82.—Is it not possible in the University, as now constituted at Toronto, that the Professors should be men of high moral and Religious character?—It is, but it is also possible that they may not. There is not the desirable security that they should be so.

Question 83.—Are the moral and Religious characters of the present Professors objectionable?—I know nothing of them.

Question 84.—Who holds the patronage of the Chairs?—The Government.

Question 85.—Supposing the Senate of the University of Toronto were constituted with a view to a proper representation of, and protection of, the moral and Religious interest of the Province, and if the patronage were vested in that Body, would you not have as good a guarantee for the moral standing of the Professors so to be appointed, as you could have by that patronage being vested in the various Sects?—I doubt whether this could be done. The security is not in having Clergymen, but in having men enjoying the confidence of the Religious Bodies to which they belong.

The Reverend Doctor Green, Bursar of Victoria College, appeared and was Examined.

Question 86. [By the Honourable William Cayley.]—What is the Annual Revenue of Victoria College?—Last year it was $9,420, including $3,350 contributed by our people.

Question. 87.—Has that Revenue been a steady one?—No. The Tuition Fees have been somewhat diminished.

First. From the fact, that when it was known that University College taught Under-graduates free out of public funds, besides giving nearly all of them Scholarships and Prizes, we deemed it prudent to reduce the Tuition Fees from Thirty-six to Twenty-four dollars per annum, and no unendowed Colleges, it is submitted, can reasonably be expected to compete successfully with such fearful odds against them.

Secondly. Because many Students now attend on account of Scholarships, by which we are endeavouring to create an Endowment Fund for the College.

Question 88.—Give the amount of the Revenue of Victoria College, and the sources whence derived?—

Parliamentary Grant		$3,000
Tuition Fees	$1,438 75	
Interest from Endowment Fund	1,631 25	
		3,070
Personal Contributions		3,350
Total		$9,420

Question 89.—How is the Managing Body of Victoria College constituted?—The Board of Directors consists of twenty-nine individuals. Five of whom being Members of the Government, are *ex-officio*:—

Twenty-four, (twelve Clergymen and twelve Laymen), were appointed by the Conference:—Of these, twelve are Trustees and twelve Visitors: all the Visitors and four of the Trustees go out of the office annually, but are eligible for re-election.

Question 90.—How many Professors are there? Name them. State the amounts of their respective salaries. Mention all other incidental expenses of an annual character?—There are five Professors and five Tutors, videlicet:

The Reverend S. S. Nelles, M.A., President and Professor of Mental Philosophy, etcetera	Salary $1,400.
William Kingston, M. A., Professor of Mathematics, etcetera	Salary $1,000.
John Wilson, M. A., Professor of Latin and Greek Languages	Salary $1,000.
The Reverend George C. Whitlock, LL.D., Professor of Natural Sciences	Salary $1,000.
Elijah P. Harris, Dr. Ph., Professor of Modern Languages	Salary $800.
John Campbell, M.A., Classical Tutor	Salary $600.
Nathaniel Burwash, B. A., Mathematical Tutor	Salary $600.
William S. Thompson, Rector of Collegiate School	Salary $600.
Alexander Burns, Assistant Master	Salary $600.

Faculty of Medicine.

The Honourable John Rolph, M.D., LL.D., M.R.C.S., England. Walter B. Geikie, M.D. C. V. Berryman, M.D. John M. Reid, M.D. William Canniff, M.D., M.R.C.S., England. Walter A. Watts, M.A. John Harvey.

This Department is conducted in Toronto; the Professors are paid by Tuition Fees and a Parliamentary Grant of $1,000 per annum.

Incidental Expenses, including Assurance, Repairs, Interest and Janitor, $4,520.

Question 91.—What number of Students in arts attend Victoria College?

Students in Arts, Under-graduates, [in attendance]	60
Students in Arts, Special Students	36
Students in Medicine	73
Preparatory Students	119
Total	288

Question 92.—Do you in general concur with the views expressed here by the Reverend Doctor Cook, with reference to the affiliation of Colleges?—Yes, in general,

Question 93.—Do you also concur in the sketch given by Doctor Cook of the proper mode of maintaining and constituting the Toronto University and the Toronto College?—Yes.

Question 94.—Do you limit the affiliation of Colleges in the same way as Doctor Cook?—I fully concur with him in that respect.

The Reverend Doctor Stinson, President of the Conference, was then called in and Examined.

Question 95.—Do you concur in the views which have been expressed by Doctor Cook?—I do and am prepared to aid in carrying them out.

REMARKS MADE BY THE REVEREND DOCTOR ANSON GREEN, BURSAR OF VICTORIA COLLEGE, FURNISHED BY REQUEST OF THE COMMITTEE.

In calling the attention of this Committee to the Memorials now before you, we claim:—

First. That the Government, in proposing, and the Parliament in sanctioning, the University Act of 1853, evidently designed to extend the benefits arising from the Surplus of the Income Fund of the University of Toronto to those Colleges situated in different parts of Upper Canada, as well as to the University College in Toronto.

In proof of this position we assert, that the University Bill of 1849 was repealed for the avowed and clearly expressed purpose of providing for such extension of the said Fund.

The Preamble of the University Act of 1853 declares that the former "enactments have failed to effect the end proposed by the Legislature, inasmuch as no College, or Educational Institution has affiliated," etcetera.

That many parents and others are deterred by the expense and other causes from sending youth to be educated in a large City distant from their homes, that from these and other causes many do and will prosecute and complete their studies in other Institutions in various parts of the Province to whom it is right and just to afford facilities for obtaining scholastic Honours and rewards, and thereby encourage them and others to persevere in the pursuit of knowledge and sound learning, and, as the Royal Charter of the London University is "well adapted for the attainment of the objects aforesaid," therefore, the former Act was repealed. Now, the Parliament either did or it did not, design, by repealing the Act referred to, to provide for the assistance of other Colleges. If they did not really design to afford those "facilities" mentioned in the Preamble, then they were hypocrites of the deepest dye, for declaring that it was "just and right" for them to afford facilities for doing what they never intended to do, and they have been playing off a game of deception against the Country alike discreditable to them and injurious to us. But, if they did intend, honestly, to carry out the principles which they laid down, then we affirm that these reasonable and honest intentions have been entirely frustrated by the parties who have had the management of the Income Fund; for up to the present hour not a farthing of the Surplus Fund, [provided by the University Act of 1853] has been given to any College outside of Toronto.*

We leave our opponents to their choice of these alternatives; but we have no hesitation in taking the affirmative, for however inconsistent it may appear for the Parliament deliberately to declare that it is right and just to afford facilities which they have never afforded, still we have heard that at least three Gentlemen who belonged to the Government of that day have most distinctly affirmed that in proposing the "University Bill," of 1853 the Government did sincerely design to help those Colleges in different parts of the Country which were not placed on the foundation of the University. The Honourable Chairman of this Committee, asserted this in his place in the House, the Honourable Doctor Rolph assures me of the fact, and I am told the Honourable James Morris affirms the same thing.

Secondly. Because the Act makes provision in its Fifty-fourth Section for the formation of a Surplus Fund, to be devoted to that purpose. The first call upon the Income Fund is to meet the current expenses of the University, and University College, and the balance of it, the Act of 1853 says, shall form a Fund for Academic purposes throughout Upper Canada. Why provide a Fund for that purpose, if it is never to be used? For, be it remembered, that the balance remaining at the end of each, or any year, must go into that Surplus Fund, and when once placed there, it cannot be used for any purposes other than for Academic Education in Upper Canada. From the Fifty-fourth Section of the Act of 1853, we can scarcely suppose that the Parliament even contemplated the University itself would ever dream of laying the hand of spoliation upon the Surplus Fund, for if so, why form such a Fund at all?

Thirdly. Because we cannot suppose that a Parliament, elected to represent the interests of the people at large, would deliberately provide that the munificent Endowment set apart for higher Education in the Country, should be devoted to the interests of a minority of the population, while the great majority who have provided Colleges for their youth, are to be deprived of any participation in these Public Funds, merely because they prefer Denominational Colleges for the instruction of their youth to any, or to all, others. For these, and other reasons, we are forced to conclude that the present law was enacted in view of extending the benefits of the Endowment to other Colleges, as well as to University College in Toronto. But why have these wise provisions not been promptly and legitimately carried out? It cannot be for want of funds, for I find that one year the Income Fund amounted to upwards of £15,000, and another year to more than £17,400. Now it is quite preposterous to suppose that the University of Toronto, with its one College, required this amount to educate the number of Students in University College, when there were less than forty, (40,) Under-graduates in attendance. From the expenditure of other Colleges I am led to conclude, that one-half of this Income would have furnished ample means to meet the current expenses of that Institution. The other half should, in all justice, have gone to the Surplus Fund. The Surplus Fund was commenced apparently, in good faith, and in 1855 it amounted to £6,580, and in 1856 it was increased to £6,922 19s 6d. What has become of this Fund? It cannot lawfully be used for building, or for the current expenses of the University; for the law says "it shall form a Fund," and a fund too, for a specified object, and it certainly has not been devoted to the object specified, and, therefore, I take it for granted that it must be on hand, together with the interest thereof, subject to the order of Parliament.

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* By reference to another part of this Volume it will be seen that the "Surplus Fund" which was reserved (in the University Act of 1853), for distribution by the Legislature to the outlying Colleges, had been partly loaned by the Senate to Upper Canada College, instead of being distributed to the Colleges, as the Act of 1853 provided. The loan was returned. See pages 92 and 96 (and especially page 97,) of this Volume.

Hitherto we have been speaking of the Law of 1853 as it now exists, and of our claims under it, that law has, by the Senate, been rendered nugatory, so far as the interests of other Colleges are concerned, and its limited provisions for their support entirely ignored and frustrated by means of an extravagant and wasteful expenditure.

Had the Act of 1853 been carried out in a spirit of common fairness to all interests involved, this agitation would probably have been prevented, or at least delayed for years; but former expenditure and operations convince us that other and more specific provisions must be made to secure the interests of all parties concerned, and, therefore, we now claim that such a change may be made in the present Act, as will clearly define and secure to us our rights, instead of allowing the Managers of Toronto College to use up all the funds they can, and then merely allow us to pick up any surplus crumbs which may be left.

The Permanent Fund has been very much reduced by large and expensive Buildings, which are reported to have cost nearly $400,000. This sum I am inclined to think is much more than was really needed to meet the necessities of the case, and more than a new Country like ours demanded, or can well justify under the circumstances. It appears to us that arrangements might have been made by which ample accommodation could have been provided for that College without such an expenditure from the "Permanent Fund," as will necessarily lessen the Income Fund to the amount of from $20,000 to $24,000 per annum.

But we also complain of the wasteful and extravagent manner in which the Income has been voted and frittered away, instead of carrying a large annual balance to the Surplus Fund. In proof of this we refer the Committee to the Reports of the Bursar, as contained in the Appendices to the Journals of the House of Assemblv. I shall not detain the Committee to read them now, as they are contained in the Books which lie on the Table.

I am asked to mention particulars, and, as the Committee desire it, I beg to refer them to the Bursar's Report for 1856.

The total Income for this year is said to be £17,461 13s. 8d. The total expenses, (exclusive of the Upper Canada College and Royal Grammar School) £17,188 18s. 10d., leaving the small sum of £342 14s. 10d. to be carried to the Surplus Fund! Will any one say that this Institution requires such a large amount over and above Tuition and Graduation Fees to educate the Students in attendance? There are several items in this expenditure which appear to us to be extravagant. Take the item of Salaries, £8,048, besides £540 for Examiners, the most of which went to the same Professors. The Bursar's Office £2,238, Stationery and Printing, £463, Incidentals, etcetera, £1,146, and a very extraordinary item of £800 for a certain Commission. Prizes, £128, and Scholarships £1,158. Now these Scholarships were designed as rewards to Students of remarkable talent and industry, and yet we find thirty-seven (37) Undergraduates carrying off thirty-five (35) Scholarships, with five double and one triple Scholarship.

These Scholarships of £30 each, or more, are calculated to lure Students away from unendowed Colleges, and especially when those Scholars get their tuition free, besides Prizes and Medals in great variety. We turn now to the Report of 1857.

Total Income reported	£15,161
Total Expenditure	15,357
Excess of Expenses over Income	£ 196

A poor prospect here for a Surplus Fund; but look at the items. Salaries, £7,670, or more by £3,173 than was given in 1853, apart from Faculties of Medicine and Law. Incidentals, £1,247, nearly double the whole Grant to Victoria College. Prizes, £193. Scholarships, £1,234. Stationery, £598. Bursar's Office, £2,261, etcetera.

Is there the slightest indication of economy in these expenses. Compare them with other Colleges and what do we find? Why, simply this, that this one Institution has spent within £820 as much as the seven largest Colleges in the Province are said to have spent! Trinity, Victoria, Queen's, Regiopolis, McGill, Bishops' and Laval These seven Colleges are reported to have spent this year £16,177, and Toronto College has spent £15,357! But, if we include the Grammar School of the latter, then this Institution, alone, has expended more by some £4,000 than all these other Colleges put together!

Surely these other noble Institutions must be extremely niggardly in their operations, or the Toronto College has been shamefully wasteful and extravagant. Let this Committee judge the matter, and give the Country the benefit of their judgment. I need not detain this Honourable Committee with any further statistical facts. Enough has been proved to show the necessity of some amendment to the Act of 1853, under which these transactions have occurred.

We have been accused of wishing to break down the University, and break up the Endowment. We repudiate the charge. We neither wish to do the one nor the other; but we wish to extend the usefulness, and increase the popularity of the University by placing all the Colleges upon its foundation, with equal privileges and equal rights, and thus make it what it ought to be, a great National University, alike the friend of all, and the enemy of none. Give it all the money it needs to conduct its operations with efficiency. Give it the power of prescribing a Curriculum of Study for all the Colleges in Upper Canada placed on its foundation. Remodel the Senate, so as to secure economy in the management, and equal justice to all interests concerned in the appointment of Examiners.

Then let all Affiliated Colleges receive a portion of the Income in proportion to the Students instructed by them. In this way all parties will enjoy their preferences as to the Institution where their children are to be educated without constraint, or proscription; and thus all will be equally benefitted by the Public Funds, to which all are equally entitled. Two objections have been urged against this plan. First, that it would encourage a large number of petty Colleges, and secondly, that it would encourage sectarian education. As to the first, it must be apparent that if all the Students in these petty Colleges come up to the standard prescribed by the University, they will be quite equal to those educated in large Institutions. Besides which, when all are compelled to adopt one Curriculum, there can be no petty College, so far as the quality of the instruction is concerned, though all may not be equal in the number of Students they educate. As it now is, we have neither security against petty Colleges nor petty scholars.

As to the sectarian view of the question, it appears to me that there is a wide difference between a Denominational and a Sectarian Institution. A sectarian Institution is one got up especially for the education of one Denomination,—for the exclusive promotion of one set of doctrines, or form of faith. Hence, Religious tests are required, and one form of Worship prescribed. A Denominational Institution is one for the sustentation of which one Denomination is pledged, and for the character and morals of which it is also responsible; but to which all are admitted on equal terms without any Religious tests, or party distinctions.—Victoria Collegee is not sectarian. Five Members of the Government are *ex-officio* Members of its College Board and Senate; five Members may call an extra Meeting at pleasure. The Royal Charter prohibits any Religious tests. All Students are required to attend that place of Worship which their Parents, or Guardians may direct, and no effort is made to proselyte, or to influence their Religious opinions. Our Professors are selected from all Churches, with reference to their moral and literary qualifications, and not to their Religious faith, as the present staff will show, in which we have Episcopalians, Presbyterians, and Methodists.

April 2nd, 1860.—The Reverend S. S. Nelles supplemented Doctor Green's statement by adding—That the time of the Professor of Modern Languages is but partially occupied in giving instruction in Modern Languages. That instruction in Modern Languages is confined chiefly to the French,—that the rest of the time of the Professor is occupied in giving instruction in other branches of the Curriculum.

The Reverend Doctor Cook further examined by the Chairman.

Question 96.—Do you think that, under the provisions of the University Act of 1853, other Colleges, besides University College, had a right to look for and expect aid from the Surplus Funds of the University?—Most assuredly, as Section 54 of the University Act of that year clearly shows it, and judging also from the conversation I held with a Member of the Government at the time.

Question 97.—Do you think that the Surplus Fund has been greatly diminished by any extravagant expenditure of the Income Fund?—Undoubtedly it has.

Question 98.—[By the Honourable William Cayley.] Do you desire that the Statement you put in shall be considered as Evidence, in the same way as if the information and Statements therein given had been elicited from you by examination and cross-examination?—I should wish the Statement I put in to be considered as my Evidence on the subject, but with this remark: I refer there to the expenditure of other Colleges. I have not the official documents from those Colleges, but I believe that my Statement is substantially correct with regard to the expenditure of those other Colleges.

The Reverend Doctor Stinson examined,—

Question 99.—Do you desire that the Statement you put in shall be considered as Evidence in the same way as if the information and Statements therein given had been elicited from you by examination and cross-examination?—I should say that my Statement chiefly referred to the design of the University Act of 1853, to include other Colleges, and I am quite willing that any facts I state should go as Evidence.

The following Question and Answer were put in by the Reverend Doctor Stinson.

I believe that the University Law of 1853 indicates the meaning and design of that Law. Is it so? Or, is it not so? I require a distinct answer to this Question.—That the University Law of 1853 was intended to encourage Collegiate Institutions already established in the Province of Canada West. My reasons for this are—the Preamble refers to many young men who were at that time prosecuting their studies in different Colleges in the Province,—to whom the Preamble says it is just and right to afford encouragement,—the Colleges in which the young men to whom it was just and right to afford such encouragement, were Denominational Colleges, therefore, I conclude that those Institutions must be included. I am strengthened in this belief by the assurance, that in the first copy of the Act, other Colleges, and their having a right to a share in the Honours and Funds of the Toronto University, was distinctly recognized.

The Reverend Doctor Green examined,—

Question 100.—Do you desire that the Statement you put in shall be considered as Evidence, in the same way as if the information and statements therein given had been elicited from you by examination and cross-examination?—I gave my Statement as a Statement of the views I held in reference to the matter.

The Reverend Doctor Ryerson examined by the Chairman.

Question 101.—Do you think that, under the provisions of the University Act of 1853, other Colleges besides University College had a right to look for and expect aid from the Surplus Funds of the University of Toronto?—I think so most assuredly: From the opinions expressed by individual Members of the Government at the time, and also by a Clause in the original Draft of the Bill, as it was introduced into the Legislature, and passed the first reading, which shewed the deliberate policy of the

Government at that time, fixing an aggregate sum from the University Fund for the several Colleges, and stating that it should be distributed to them in proportion to the Grants then made, that is, an equal distribution. The 53rd Section of the Bill, as introduced, was as follows:—

> "Such sum as shall be required to defray the current expenses of the said University of Toronto, including Scholarships, Exhibitions, Rewards and Prizes authorized by the 25th Section of this Act, and to defray the current expenses of University College; including, in both cases, the care, maintenance and ordinary repairs of the property assigned for the use of the said University, or College, and with power to the Governor-in-Council to decide what shall be deemed ordinary repairs, as distinguished from permanent improvements."

And then the Clause follows, which was afterwards omitted and superseded by the 54th Section of the Act:—

> "A sum   to be divided among the several Colleges in Upper Canada, not exercising the power of granting Degrees, except in Divinity, and affiliated to the said University, and receiving pecuniary aid from the Legislature for the same year, the sum awarded to each such College being in proportion to the amount of such aid received by it; Provided firstly, that the receipt of any portion of such sum by any College, shall be held to imply an abandonment by such College of any Clause in its Charter providing, or authorizing, any Religious Test, or profession of faith, on the part of any Student in such College, or of any Professor, or Teacher, therein, except the Professor of Divinity, and to be a declaration by such College that no such Religious Test, or profession of faith, shall be required of any Professor, Teacher, or Student, except as aforesaid: Provided secondly, that the sum received by any such College under this Section shall be applied exclusively to the payment of the Salaries of Professors and Teachers employed in such College, in teaching those branches of knowledge, and those only, which shall form part of the Course of Study prescribed by the Statutes of the University of Toronto for Candidates for Degrees, or Certificates of Proficiency, and that no part of such sum shall be applied to pay the Salary, or remuneration, of any Professor, or Teacher, of Law, or of Medicine, Anatomy, or other subject immediately connected with the study and practice of Medicine, or Surgery; And provided, lastly, that the Senate of the University may require from any College in Upper Canada, receiving aid from the said Income Fund, or from Parliament, a Statement shewing the manner in which the sum received as such aid shall have been expended; and such Statement shall be embodied in the then next Annual Report of the Senate."

This Section of the University Act of 1853 clearly shews that the matter had been deliberately considered and determined upon by the Government. I think £1,500 for each of the Colleges, was intended to be inserted in the blank.

Question 102.—Do you think that the Surplus Fund has been greatly diminished by any extravagant expenditure of the Income Fund?—I think so assuredly, for the reasons contained in my written Statement. I have mentioned there that the expense of supporting the Faculty of Arts is trebled since 1845, when it was considered as efficient as in any of the Colleges in either of the English Universities, and twice the amount it was before the passing of the present University Act of 1853.

Question 103.—Do you think there should be a Professor of Agriculture in University College?—I certainly think not. I think any one who wishes to learn Agriculture would learn more with Honourable Mr. Christie on his Farm, in six months, than he would learn for three years with the Professor of Agriculture in Toronto University. In the list of subjects in the University Calendar, I find "The Practice of Manuring," "The Management of Stock," "Construction of Farm Buildings," "Dairy Management," etcetera. I do not think any practical instruction on such subjects can be given in a University. I believe there have not been more Agricultural Students attending that class, than there have been years since its establishment.

Question 104.—Do you think there should be a Professor of Modern Languages?—I think not. But there should be a Tutor, and I think the Tutor should be chiefly paid by the Fees of Students. In Harvard University these are extra studies, and the Tutors are paid by Fees. I think that the period of attendance at a University is not the time for studying Modern Languages, but that the Student's attention should be exclusively devoted to the recognized subjects of a University Education,—that the study of the elements of the Modern Languages should be an extra study, and that the Tutors employed should be chiefly paid by Fees from Students.

Question 105.—Do you regard it as essential to have in University College a Professor of History?—Looking at the outline of the subjects of the History Course in the University Calendar, it is very clear that the subject comprehended in the course of History and English Literature are embraced in the Grammar School Course. These subjects are taught in the Grammar Schools, and from the same Text Books. I do not think they can be taught by Lectures. Every one who has been accustomed to hear Sermons from his infancy, knows that he cannot learn Theology by attending the Services in Church. So, by attending Lectures, you may get many suggestions and useful thoughts, but you cannot learn History itself.

Question 106.—Are you aware of the number of Students attending the class of Meteorology,—or the number attending the class of Oriental Literature?—I am not. I think those special studies should be paid for by the Fees of Students.

Question 107.—Should there be a Professor of Hebrew? If there is one, he should be paid by Fees chiefly.

Question 108.—Is there anything in the study of Latin and Greek, or Metaphysics and Logic, which renders those subjects more adapted to be taught by Lectures than History? Certainly not,—in the University sense of the word Lecture, but I should say that is differently understool. In the German Universities there are Lectures which are delivered in the form of discourses, the same as some in the University of Oxford, but it must be recollected that the German Universities are not Colleges like our Colleges, to which the Gymnasia of Germany more nearly correspond. Every Student entering a German University, enters some Faculty, the Faculty of Medicine, the Faculty of Law, the Faculty of Theology, or the Faculty of Philosophy. When I spoke of Lectures on History, I used the word in the German sense, but although the instruction in Latin and Greek is equally by Lectures, it includes the examination of exercises and drilling.

Question 109. [By Mr. John Simpson.]—You spoke of the intention of the Government as shewn in the original Draft of the Bill submitted to the Legislature. Was not that intention materially modified in the Bill as it actually passed the Legislature?—No. As the precise sum that would be available to those Colleges could not be ascertained, the 54th Section was substituted for a part of the 53rd Section. I may assign another reason. I addressed to Mr. Hincks a Letter on the subject in 1852, which has been published, and I understand his views were in harmony with my own on the general scheme of Collegiate Education.*

Question 110.—[By the Chairman.] How many Professors do you deem necessary in University College?—I think five. The present President of University College, in a publication issued some years ago, stated that only four, including the Principal, had been employed in King's College, which was considered efficient, and he said that four with a Principal would be sufficient for many years to come.

Question 111.—What subjects do you think most essential to Collegiate discipline? I agree with Doctor Cook, that the Greek and Latin Classics, Mental and Moral Science, and Methematics, are the most essential. I would, of course, add Chemistry, and Natural Philosophy, Mineralogy and Geology may be useful, but I do not think them so essential.

The Reverend Doctor Green examined.

Question 112.—Do you think that under the provisions of the University Act of 1853, other Colleges, besides University College, had a right to look for and expect aid from the Surplus Funds of the University?—Most undoubtedly, for the reasons assigned in my General Statement, and also for the reasons just given by Doctor Ryerson.

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*This Letter will be found on pages 146-156 of the Tenth Volume of this Documentary History.

Question 113.—Do you think that the Surplus Fund has been greatly diminished by any extravagant expenditure of the Income Fund?—Most undoubtedly, for the reasons mentioned in my General Statement, and as shown by the Reports of the Bursar of the University and University College, submitted from year to year.*

The Reverend Professor Weir, of Queen's College, Kingston, examined by the Honourable William Cayley.

Question 114.—Is Doctor Cook now connected with Queen's College, and at a Salary?—Doctor Cook is Principal. The Salary of the Principal of Queen's College is £600; but Doctor Cook has never been in the enjoyment of a Salary as Principal. He taught one year the Divinity Classes, and received a Salary in that capacity. I understand that Doctor Cook had been invited to occupy permanently, the position of Principal and Professor of Divinity, at a Salary of £750.

Question 115.—What Fees are paid by Students of Queen's College?—There are no Fees charged in the Faculty of Arts, for such Students as are studying with a view to the Ministry in our Church. For other Students the Fees, including £1 Matriculation Fee, are,—first year, £9; second year, £10; third year, £7.

Question 116.—Can the Students pay a larger Fee by attending other Classes?—Yes. If he attends the Chemistry Class he pays £3 extra for each Session of attendance. But the Chemistry Class does not form a portion of the Curriculum for Degrees. The Fees for the Medical Faculty are also extra.

Question 117.—Have you any Students resident in the Building?—None. The Students boarded in the College, when I first became connected with it, but we have found it better that they should board out of the Institution.

Question 118.—What did they pay when they boarded in the Institution?—I believe $2 or $2.50 a week. Now they pay from $2.50 to $4 out of the Institution.

Reverend S. S. Nelles, Principal of Victoria College, examined by the Chairman.

Question 119.—Is there any Theological Chair, or Divinity Students, in Victoria College?—Neither. We have Students attending the College, who are preparing for the Ministry, but are not pursuing Theological Studies, but General Studies, and are not known in the College as Divinity Students, but as General Students. They receive no allowance, or consideration from the Funds in any shape whatever. We have had at times, also, Students preparing for the Ministry in the Church of England and the Presbyterian Church, but we do not know them as such.

Question 120.—[By Mr. John Simpson.] How many Students are there at Victoria College who are preparing for the Ministry in your own Church, how many for the Church of England, and how many for the Presbyterian Church?—I am not prepared to say in regard to the Presbyterian Church, or the Church of England, inasmuch as it is no part of our business to ascertain that, except accidentally. The number of our Students who are preparing for the Ministry in our own Church can only be ascertained from the Minutes of Conference. The number from year to year may be twelve, or fourteen. I understand there are nine this year.

Question 121.—Do these Students receive any Theological instruction other than what they receive in Victoria College?—They receive none in Victoria College. They are obliged to pursue their Theological Studies in connection with their itinerant work on the Circuit, and are examined by persons appointed, not by the College, but by the Conference Authorities. There is no Theological School for them. I may state, however, that there are certain studies, which may be called Theological Studies, embraced in every College Curriculum,—such as Butler's Analogy and Paley's Evidences of Christianity. These are embraced in our Curriculum, as they are in that of the University of Toronto. The Candidates for our Ministry, who may be in attendance at the College, have access to those classes in common with other Students.

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*Part of this Surplus Fund was given to Upper Canada College by the Executive Government. See page 97.

The Reverend Professor Weir of Queen's College, further examined by the Chairman.

Question 122.—Do you think the Professorships of Modern Languages essential in University College?—I do not.

Question 123.—Are you not of opinion that the time which would be occupied in attention to Modern Languages and History, might be better employed in studying Mathematics, Latin and Greek, and other subjects of a University Course?—I certainly think so, unless the Curriculum was to be very much lengthened, which it cannot be conveniently in Canada, as yet. As regards our own Students we find that, without attending to Modern Languages, they have little enough time for the proper work of a College. But, wherever there is a desire on the part of the Students to learn Modern Languages, they can find the means of doing so in the City where the College is situated, without there being a Chair for it in connection with the College.

Question 124.—Do you consider it essential to have a Lecturer in Hebrew and Syriac in this Country, except for the advantage of Divinity Students?—I do not think so.

Question 125.—Do you think it is the tendency of the present system to crush all other Colleges, and to maintain but one College in the Province?—I certainly think so, inasmuch as the encouragements to attend the Toronto University must have a damaging effect on the other Colleges. The education is gratuitous, and inducements are held out in the shape of Scholarships, the tendency of which is to withdraw Students from other Colleges.

Question 126.—Would it be advantageous to the cause of Academical Education, that there should be no competition in Academical Education in the Province?—I think not. All monopolies work badly.

Question 127.—Are you aware that the Scholarships are confined to Students attending University College. And if not, how do they act as an inducement to attend University College?—I am not aware that they are necessarily so confined, but I have understood they are practically so.

Question 128.—Do you think the Income from the University Endowment is more than is required to carry on a College?—I should certainly say it is. I understand it is greater than is given to any one College in connection with the Universities of England, and greater than is given to any of the Colleges in the United States.

Question 129.—Are you of opinion that the scheme proposed, of having a number of Colleges affiliated with the University, is preferable to the system at present carried on?—I think so. But it would, of course, depend very much on the constitution of the University, whether the Examining Board comprised an equal representation from the different Colleges throughout the Province. By having one University and a number of Colleges scattered over the Country, you would have a wholesome rivalry between them, and it would very soon become known where the best education was given. In any City, also where there is a College, there are many who will embrace the opportunity of getting a Collegiate Education, who could not go to another City to obtain it.

Question 139.—[By Honourable William Cayley.] Would you then encourage the establishment of similar Institutions in Hamilton, London, and other places, where the population seemed sufficiently large to warrant it?—I think, if you make the standard of education sufficiently high, there will not be much danger of new Colleges starting up in those places. But I do not see that there would be any harm in there being more Colleges than at present.

Question 131.—Do you see any objection to more than one College of the same Denomination being affiliated to the University?—I have not particularly considered that question. But I do not see there would be any harm, although we had one College in connection with our Church at Quebec, and another at Kingston.

Question 132.—[By the Chairman.] Do you think it at all likely the same Denomination would establish a second College?—I do not.

Question 133.—Does the College with which you are connected depend on Public Endowment?—It does not. It depends more upon Private Endowment.

Question 134.—If a number of Colleges were established, would they have to depend mainly on Public Endowment, or on private?—Mainly on private exertion.

Question 135.—Will there be any harm in the increase of Colleges, if security is taken to have the Professors sufficiently numerous, and the standard of Education sufficiently high?—Certainly not.

Question 136.—If the prospect of receiving aid from the University Fund encouraged private exertion in various localities and by various Bodies, to establish Colleges according to such standard, would it not be advantageous to the Province?—Certainly it would, inasmuch as it would diffuse education, and would create at each of the College Seats a greater desire among the youth to have a Collegiate Education. It would cluster High Schools, and Grammar Schools around those Colleges, and there would be a salutary rivalry among the various seats of Collegiate learning in the Province.

Question 137.—[By Mr. John Simpson.] Is it not the fact—that private contributions—added to the Endowment Funds and Legislative Grants—are insufficient, at this time, to meet the proper expenditure of Queen's College and Victoria College at their present standard, and far short of the standard which the managers of these Colleges desire to establish?—I believe such is the fact.

Question 138.—[By the Chairman.] What is the difference between the aggregate Income from all sources of Queen's College and that of the University of Toronto? —I believe about £12,000.

Question 139.—Do you think University College ought to be dependent in part on Income from private individuals, or from Tuition Fees, as well as other Colleges?—I certainly think so.

Question 140.—If there be any disadavantage and embarrassments resulting from a deficiency of Endowment, should not these disadvantages and embarrassments be shared by University College in common with the Denominational Colleges?—I do not see why University College should have any advantage over Denominational Colleges within the Province, in point of Endowment, or of exemption from Tuition Fees.

The Reverend S. S. Nelles handed in the following request:—

We desire the Committee to call for the Records of the Senate of the University of Toronto, with a view to ascertain the attendance at the Senate, particularly for the last two, or three, years.

Mr. Langton promised to obtain what was requisite.

The Reverend Doctor Ryerson put in his Statement as follows:—

STATEMENT AND REMARKS BY THE REVEREND DOCTOR RYERSON, TO THE COMMITTEE OF THE LEGISLATIVE ASSEMBLY, IN SUPPORT OF THE MEMORIAL OF THE WESLEYAN CONFERENCE ON THE UNIVERSITY QUESTION.

In appearing before you, in obedience to your summons, I beg to remark that the views I am about to express on the University Question, were formed and expressed by me in my first Official Report in 1846, when I devised and submitted a System of Public and Elementary Instruction for Upper Canada; and they have been repeatedly expressed by me from that time to this.* I also concur in the views and statements of the Memorial of the Wesleyan Conference.

I address myself in the first place to the standard of Matriculation and Course of Study prescribed by the University, and, in doing so, I must notice the Statements contained in a Memorial to the Legislature by the Toronto College Council, and by the Vice-Chancellor of the University. The College Council says:

"That said Curriculum contains a Course of Study extending over four years, whereas that of the London University is limited to two years, and that of King's College, Toronto, and of the University of Toronto, before 1853, was comprehended in three years; the consequence of which addition necessarily has been the adaptation of the Matriculation Examination to an earlier stage of Study; but not only has the Degree in Honours not been reduced, but the number of subjects required from all Candidates for the Degree has been increased by the addition of Modern Languages and of the Natural Sciences."

The Vice-Chancellor, in his Memorial, admits, that the standard of admission to the University has been reduced about one year, and assigns as a reason the inefficiency of the Grammar Schools. These admissions of the Vice Chancellor, and of the Toronto College Council, prove the statement of the Wesleyan Conference, that the standard of admission to the University has been lowered, instead of being elevated, since the passing of the University Act of 1853. In further confirmation of this fact, I refer you to the standard of Matriculation and Course of Study given in the Official Return, published in the Appendix L to the Legislative Assembly Journals of 1852 and 1853; also to the Appendix M to the Journals of the House of 1855, where the University Curriculum of 1854 is given; and, finally, to the Appendix Number 12 to the Journals of the House of 1858, where the present University Curriculum is given. I present you these Official Returns themselves, by referring to which you will see that the standard of admission in 1852 and 1854 was substantially the same; but that, in the Entrance Examination prescribed in 1857, two Greek and three Latin Authors, previously required, are omitted, namely, the first book of Homer and Lucian's Vita and Charon, the Fifth and Sixth Books of Cæsar and First Book of Ovid's Fasti, retaining only Sallust's Catiline and the First Book of Xenophon's Anabasis. It is, therefore, clear that the standard of admission to the University has been greatly lowered, instead of being elevated, or even maintained, since the passing of the University Act of 1853.

As to the reason assigned by the Vice Chancellor, that the standard of admission to the University was reduced on account of the inefficiency of the Grammar Schools, I remark that it was singular that this was never thought of in 1854, and during the first eighteen years of the existence of the University, but was only perceived in 1857, when the Grammar Schools were more efficient than they had ever been. Besides, the Grammar School Act of 1853 forbid the employment of any person as Master of a Grammar School who was not either a Graduate of some University College, or who had not a Certificate of Qualification from a Committee in Toronto, who examined such Candidates in all of the subjects required for Matriculation, even in Honours. I cannot, therefore, imagine that the Grammar Schools had anything to do with the reduction of the standard of admission to the University, but I must suppose that it was done for the convenience of the particular parties, if not to underbid the other University Colleges, in order to increase the number of Students in Toronto University College. At all events, it was a step in the opposite direction to that contemplated by the University Act of 1853.

It is alleged in the Memorial referred to, that this reduction in the standard of admission to University College, was made when the period in the Course of Study was increased from three to four years, and in consequence of it. The reduction was made in 1857; but, in the Official Returns for 1855, as contained in Appendix Number 11 to the Journals of the House of 1856, will be found the express mention of the four years' Course of Study, and the subjects of instruction for each of the four years; and yet the reduction in the standard of admision was not made until 1857. The reduction could not, therefore, have been made at the time, and for the reasons given.

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* This First Official Report of Doctor Ryerson on a System of Public Instruction for Upper Canada, is printed in pages 139-211 of the Sixth Volume of this Documentary History.

I next refer to the Course of Study and Options established by the Toronto University. On this point, the Toronto College Council, in addition to the Statement above quoted, says:

"That such additions rendered a System of Options necessary, and that these changes, videlicet: the introduction of Modern Languages, and of Natural Sciences, and of the adoption of the principle of Options are conformable to the Regulations of the Universities of Great Britain and Ireland, and the Recommendations of Commissioners appointed to inquire into the state of those Universities, and to a Report of Doctor Wayland, formerly President of Brown University, Rhode Island, in which those subjects are specificially discussed."

The Vice Chancellor in his Memorial, says:—"The Course of Study as originally determined upon, in 1854, was revised in some of its details, in 1857, the main features remaining unaltered; but there has been no other alteration in the subjects of Examinations, although there have been some changes in the Text Books recommended,—a species of revision, which will always be necessary, as new improved Works appear upon the subjects of the Course."

Now, in proof of what the Wesleyan Conference has stated, that the Curriculum of the University Studies has been reduced by Options and otherwise, below what it was formerly, I refer to the Curriculums of 1852, 1845 and 1857, which I have laid before the Committee, and may appeal to the judgment of any Person who will examine and compare them, whether that of 1852, and even that of 1854, is not a much higher and more thorough Course of Study, than that adopted in 1857, even apart from the numerous Options pervading and enfeebling the latter. But when the Options, (which were not allowed at all in the Curriculum of 1852), are taken into consideration, there is scarcely any ground for comparison, the former is so far superior to the latter. I herewith present a copy of the Toronto College Calendar, for 1858 and 1859, by which it will be seen, that a Student may take a Degree in Honours, without performing a single exercise in either Classics, or Mathematics, after the first year: and the Vice Chancellor has admitted, that a Student at the end of his first year, in the present Course, is only equal to a newly Matriculated Student in the former Course. Thus, a Student may now take a Degree in Honours with no higher classical attainments than were formerly required for Matriculation, and with only one year in Mathematics. I am confident there is not a University, or College, in Great Britain, that would not scout the idea of conferring a Degree on such terms.

The principle of Options is admitted in certain subjects, and at certain periods of the Course, in the English Universities. In Oxford, and I suppose in Cambridge also, even every Honour Man in Mathematics, must, on taking his Degrees, pass the Pass Examinations in Classics, and *vice-versa*. Nor, in English Universities, are Modern Languages ever admitted as a substitute for the ancient Classics, or the Natural Sciences in place of Mathematics much less the other Options established in the Toronto University. Harvard University allows no Options in Mathematics until the third year, and none in Classics until the fourth year. In Yale College, out of twelve Terms during the four years, Options in Classics are allowed during but two Terms, and that only in order to take higher Mathematics. It is in the superficial Colleges of the States, that a kind of popular favour is sought by plausible pretensions of various Options, to consult all varieties of tastes and supposed capacities; but the old and thorough Colleges, will not descend to such means to build themselves up. They know that it is not the object of Collegiate, any more than of Common School, Education, to minister to individual tastes and whims,—not to deal out snatches of knowledge on various subjects; but to develop and discipline the powers of the mind, by a common course of application and exercises, sanctioned by the experience of ages, and for which Utopian experimenters have found no substitute, any more than they have found a substitute for the ordinary food and exercise requisite for physical development and discipline. It is only, therefore, when the foundation, common to all, is broadly and deeply laid, and at an advanced stage of the Collegiate Course, that Options are admitted in the essential subjects to be abandoned during any part of the Course, and least of all, at the end of the first year.

It is to be lamented that an Institution expressly created to give a high tone and character to University Education, should be the first to set the example of lowering both, and of placing the professedly educated men of Canada upon a footing so inferior to the liberally educated men of Great Britain, or of the New England States. It shows that the supporters of Denominational Colleges, rather than Toronto University, to maintain the standard of Collegiate Education of the University Act of 1853.

The Toronto College Council has referred to Doctor Wayland as authority for this unprecedented System of Options. Doctor Wayland propounded his optional scheme several years ago. In reply to my inquiries, the Reverend Doctor Walker, President of Harvard, told me at the time that he had no confidence in it, as did the Reverend Doctor Sears, then Secretary of the Board of Education for Massachusetts. The result was, that Doctor Wayland's plan did not succeed, or give satisfaction to the Trustees, or Officers of Brown University; Doctor Wayland soon resigned, and Doctor Sears was elected to succeed him. The plan no longer obtains, even in Brown University, and has not been adopted, to my knowledge, in any College in the United States. Yet this tried and abandoned scheme is adduced by the Toronto College Council, as authority for their System of Options.*

The English University Commissioners have indeed recognized the principle of Options and have recommended the giving of Certificates, Honours, and Diplomas for proficiency in almost every branch of learning, however obtained; but they have never recommended emasculating the English College Curriculum by such a System of Options as has been established in Toronto University College.

In reference to the statement of the Toronto College Council, that the Curriculum of London University "is limited to two years," I remark that it is not correct. The London University prescribes the Matriculation and Final Examination for Degrees, and that no Candidate shall come up for the latter in less than two years after he has passed the former, but it does not limit the Course of Study to that period.

As to the increase of the period of the Curriculum from three to four years in the Toronto University College, I have to observe that, while a year was added to the Course, the Terms of each year were reduced from three to two, and the period of work was so much shortened each year, that the work of four years only exceeds by a few weeks, instead of a year, in duration that of the former three years.

The length of the period of work and of Vacations each year in Toronto University College, as compared with that of Harvard, the oldest American Colleges, is worthy of remark. Its working year is thirty-nine weeks; in Yale, forty weeks; in Toronto College, thirty weeks—nine weeks less than that of Harvard, and ten weeks less than that of Yale. The Vacations each year at Yale are twelve weeks; at Harvard thirteen weeks; at Toronto twenty-two weeks. I see no good Colleges referred to, and for those employed in other branches of the public service; and more especially when the Salaries of the Professors in the Toronto College are larger than those of any other Collegiate Professors in America.

The time of weekly and daily labour during the Term is also much less in the Toronto College than in Harvard College. The time of daily Lectures in the former is from four to six hours for five days in the week; in the latter, the time of daily Lectures is seven hours five days in the week, and two hours on Saturday,—in all twelve hours, (or two days,) more each week than in Toronto College.

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*See McAdams' condemnation of Options in Chapter IX. of this Volume.

But there is still a greater injustice done to the Undergraduates in Toronto College, in the little time devoted to their instruction. In this College the Undergraduates are divided into two classes, namely—Pass Men and Honour Men. The former are pursuing the ordinary prescribed Course of Study; the latter take additional, or rather Optional, studies, and are candidates for Honours, Prizes and Scholarships. In the English Universities, the Honour Men employ their own Tutors to aid them in their efforts to obtain Honours and Scholarships. In Toronto, one-half of the time of the Professors is devoted to the Honour Men, reducing by one-half the time which ought to be devoted to the ordinary Students. In the first year of the Course, three hours each week are devoted to Pass Men in Classics, and two hours to Honour Men; the same in Mathematics. In the second year, two hours each week are devoted to Pass Men; and two hours to Honour Men, in Classics; in Mathematics, one hour to Pass Men, and two hours to Honour Men. In the fourth year, two hours to each class per week.

Now, in Harvard College each Student, during the first year, has Lectures each week,—six hours in Latin, and six hours in Greek, and four in Mathematics, and in the same proportion in subsequent years,—thus receiving twice as much professional aid in Mathematics, and more than three times as much in Classics, than do the Students of Toronto University College. In Harvard, all the Students do the same work, and receive equal aid from the Professors, and those who perform their work best, obtain the highest distinctions and rewards. In Toronto College, one-half of the time employed by the Professors in instruction is withdrawn from the ordinary Students and given to the aspirants for Honours and Scholarships. Now, if these aspirants were left to employ their own Tutors for the work they voluntarily undertake, in order to obtain Honours and Scholarships, and twice the time given to all Students alike, in critical expositions and drilling, how much more just it would be than the present partial system, and how much more beneficial to the interests of sound collegiate education.

I herewith present this Catalogue of Harvard University, which, in connection with the Toronto University Calendar already presented, will verify the comparisons and statements above made. I submit, therefore, that the complaints in the Memorial of the Wesleyan Conference on these matters above referred to are amply justified; that the objects of the University Act of 1853 to elevate the standard of University Education, have not been accomplished; and that Toronto University College has no exclusive claim, upon the ground of merit, over the other Colleges to the University Endowment. In Victoria College there are no Options in Classics throughout the four years, and there are Options in Mathematics only during the third year; and I believe it is substantially the same in Queen's and Trinity Colleges. The Reports of Inspectors of Grammar Schools show that Toronto University College supplies only eight Masters to the Seventy-five Grammar Schools of Upper Canada, while Queen's College alone supplies ten. The Inspectors' Reports incidentally indicate the comparative efficiency of the Masters, as a whole, who are Graduates of Toronto University, and those of Queen's, or Victoria, or Trinity Colleges, of Toronto or Dublin. I think the influence of the system at the Toronto College is not calculated to promote that appreciation of time, regular and plodding industry, practical views, tact and self-reliance, which are generally very marked in the Students and ex-students of some other Colleges. To the Toronto University College several Teachers and former Students of the Normal School have proceeded, some of them on my advice; all of them, I believe, without exception, have attained Scholarships in subjects in which they had been drilled in the Normal School; the character and habits of these and many other young men have been formed before entering the University College; and they will no doubt be an honour and a blessing to their Country.

But I refer to the influence of the system itself, apart from other counteracting influences. For instance, in the University College Calendar laid before the Committee, it will be seen that the Lectures in the College cease six weeks before the end of the Term, in order to the Examination; thus occupying more weeks than days are occupied in other Colleges in similar examinations. This, and similar wastes of time and suspension of regular exercises, apart from the long vacations, cannot but be unfavorable to that economy of time and systematic industry, (not to say purity of morals in such a City as Toronto), which is essential to higher character, success, and usefulness.

I now advert to the constitution of the Senate of the University of Toronto, respecting which the Wesleyan Conference has complained. It is perfectly clear that the University Act of 1853 contemplated the most complete separation between the University and the University College, limiting the functions of the latter to teaching, and those of the former to prescribing the Curriculum of Studies, and examining and conferring Certificates, Honours and Degrees; the very absence of that separation is stated in the Preamble of the present University Act to have been the chief cause of the failure of the University Act of 1849, now there are four Professors of University College, and two Masters of Upper Canada College, Members of the Senate, the legal quorum of which is five; and nearly all of the large additions last made to the Senate consists of the Students of University College. Thus University College is as perfectly supreme in, and is practically the Senate, as if no separation had been made between the University and the College.

The objects of the University Act of 1853 in separating the College from the University, are entirely neutralized and counteracted. Three Members of the Senate,—the Vice-Chancellor, and two Members of Upper Canada College—receive their Salaries under the Statutes of the Senate, and the Professors of University College, although not receiving their Salaries under the Statute of the Senate, their periodically increasing Salaries; if not fixed on the recommendation of the Senate, have, I believe, been settled on the recommendation of certain of its Members. The whole of the enormous expenditures in behalf of University and Upper Canada Colleges, have been made under the authority of the Senate, six of whose Members were Officers of those Colleges. I hold it to be a false principle that any persons should be Members of a Body for the expenditure of money, in the application of which they have a personal interest. If the Committee should order the Minutes of the proceedings of the Senate to be laid before them, and mark who were present, and what was done at each Meeting, they would see how the system had been worked, and how parties connected with the University and Upper Canada Colleges have directed as to expenditures, Studies, Scholarships, etcetera. The Vice-Chnacellor, a Salaried Officer of the University, after having recommended and overseen these various Expenditures, audits the Accounts of such Expenditures!*

The payment of the expenses of Members residing at a distance from Toronto having been refused, they have very rarely attended the Meetings of the Senate, the Minutes of which will show that those Expenditures have been chiefly directed by a "family compact" of Gentlemen receiving their Salaries from the University and Upper Canada College Endowments. I submit, therefore, that the composition of the Senate is not only unjust to various Institutions, but adapted to promote the Expenditure and Regulations complained of.

The appointments of Examiners by the Senate appear to me to be even more objectionable than its composition. It is a Statute of the English Universities, and the practice of the best American Colleges that no Professor, or Tutor, shall examine his own Students; yet every Professor in Toronto University College, (eleven in all,) has been appointed Examiner of his own Students, and in his own department, and at a remuneration of £20 each for so doing, in addition to his Salary. The Students have, of course, been lauded for their great proficiency, and Honours, Prizes, and

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* These Minutes of the Senate will be found in Chapter VI of this Volume.

Scholarships have been liberally awarded. But how contrary is this practice to the very intentions of the University Act of 1853, as well as to English and the best American practice; and Degrees and Honours thus conferred cannot possess the slightest superiority over those conferred by any other University College in Upper Canada.

There being no Faculties of Law and Medicine in the Toronto University College, there were no Professors in those Faculties to appoint as Examiners; but, as one Professor of a Toronto School of Medicine was a Member of the Senate, an Examiner was of course, selected from the Faculty of that School, and the Curriculum of the Medical Studies was modified and reduced as much as had the Curriculum in the Faculty of Arts, as may be seen by comparing the Curriculums in Medicine in the Appendix to the Journals of the House of Assembly for 1852-3, and that to the Journals of 1858.

The Expenditures of the University Funds are increased, and are large beyond all precedent, and under every head, Salaries, Incidentals, Stationary, Examinations, etcetera, as well as Buildings. I will not enter into particulars; but great ingenuity seems to have been exercised to reduce the Fund as much as possible, in order to justify the plea that there is not enough left to share any part of it with other than the University and University College. The Minister of Finance pointed out clearly the other Evening the difference between floating and fixed capital in a Country, and the disadvantages to the practical business of a Country resulting from converting the former into the latter by large investments of money in Buildings, etcetera. This is what the Senate of the University has done by sinking nearly if not quite a Hundred thousand pounds, (£100,000,) in Buildings, and thus reducing the Income of the Fund several thousand pounds per annum.

Nothing can be more clear than that the University Act of 1853, never intended such an expenditure of the Fund. The 51st, 52nd, 56th, and 57th Sections of that Act carefully and guardedly specify "current expenses of University College," "ordinary repairs," "permanent improvements and additions to the Buildings." The plain import of this language may be distorted and perverted by ingenuity, but its intention is as clear as the light to every candid mind. Other and very different expressions must and would have been used had the Legislature intended to expend large sums for a Library and Museum, and some Four hundred thousand dollars for the erection of new Buildings on a new Site, besides considerable sums in improving and ornamenting the Grounds. In the Act, as prepared and brought into the Legislature by the Government, and, as printed, express provision was made for other Colleges besides University College. I herewith present a printed copy of the Bill, in which there is one Section, (Fifty-three,) providing for other Colleges; I was not in Quebec, nor in communication with Members of the Government on the subject at the time; but the Reverend Doctor Cook has stated that a Member of the Government mentioned the sum, with which it was proposed to fill up the blank, which you see in this Section of the Bill; but it having been objected that the University Endowment was not sufficient to pay so large a sum to each of these Colleges mentioned, the proposed Section was superseded by the 54th Section of the Act, as passed, providing that,—

"Any Surplus of the said University Income Fund, remaining at the end of any year, after defraying the expenses payable out of the same, shall constitute a Fund to be, from time to time, appropriated by Parliament for Academical Education in Upper Canada."*

The Preamble and the whole of the Act of 1853 was framed with a view of aiding other Colleges, as well as providing for University College; but the Senate has determined to defeat that object by frittering away, and reducing, the Funds in Building and other purposes, never contemplated by the Act, increasing expenses of every kind, and reducing the Annual Income by spending more than One hundred thousand pounds, (£100,000), of the Principal. It cannot be claimed that the Faculty of Arts is more efficient for the legitimate purposes of a University College now than it was in 1850; yet since then, its expenses have been incrased from £3,350 to £7,670, and all other expenses increased in proportion.

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* It will be seen elsewhere in this Volume, that, instead of this Surplus Fund being reserved for its disposition by the Legislature, as provided by the University Act of 1853, part of it was loaned to Upper Canada College. The loan was returned. See pages 92 and 96 herewith.

The following Table of the comparative expenses of the different Colleges in Canada, compiled from official sources, will show the monstrous current expenditure connected with University College.

Trinity College—Toronto, Salaries $6,640	$28,520
Trinity, Bursar's office	500
Toronto College, including Stationery, or 23 times as much!	11,438
Trinity College, Toronto—incidentals	386
Toronto, or 13 times as much!	4,988
Trinity College, total expenses per year	7,526
Victoria College and Preparatory Department	6,000
Queen's College—Total	9,104
Regiopolis College—Total	7,000
McGill College, with her three Faculties	12,480
Bishop's College—Total	6,300
Laval University	16,300
Toronto University and College and U. C. College, as a Preparatory Department	81,022

From these Returns of actual annual outlay, we see that the Managers of the Toronto University and Colleges spend, in one year, $16,312 more than all the other Colleges above named put together!

Then, as to the large sum sunk in the Buildings, it may gratify an old country and fastidious taste to have costly and magnificent College Buildings at Toronto, as it does to have St. Peter's at Rome; but are the people thereby instructed? and is that the was to educate a Country? The Normal School Buildings at Toronto have been as much admired for their simple elegance, as for their adaptation to the purposes of their erection; yet that whole pile of buildings, providing accommodation for five hundred Students and Pupils, besides Education Offices, and for a Library and Depositories, a whole Story of the large Building for an Educational Museum and School of Art, including various appendages, and the purchase and enclosure of nearly Eight acres of Ground, has cost less than £35,000. The education of a Country requires what is necessary and useful, before erecting structures of magnificence. It may be a fine thing for a man to erect a magnificent residence; but it would be worse than foolish for him to do so, and then say he had no means to educate his children. I think it is adding insult to injury for the managers of Toronto University to fritter away the funds in the manner they have done, and then say there are not funds enough left to aid more than one College in the whole Country. But this plea is the old pretext for preventing the liberal and useful application of the University Endowment; the old policy for building up a system of magnificent extravagance at Toronto. The expensive magnificence of a Building adds nothing to the value of instruction given: the speeches of Members of the Legislature, delivered in this plain building, would require no additional value by having been delivered in the magnificent British House of Parliament. It is not Buildings of costliness and splendor that make the sound system of Collegiate Education; it is the standard of scholarship established, the kind of instruction given, and the Religious principles and moral discipline maintained.

But while the Senate has thus sought to absorb all the University Funds in connection with University College, it has, during the last three years, as reported, expended on Upper Canada College, (the Grammar School of University College,—a Toronto Union Common and Grammar School,)—Twenty-five thousand dollars ($25,000,) more than has been received from the Grammar School Fund, by the whole seventy-five Grammar Schools in Upper Canada.

The system of Expenditure in connection with both University College and Upper Canada College is essentially bad. Successive and formal attempts have been made during the last ten years to retrench and reform both Institutions in these respects, and each attempt has been followed by a larger increase of Expenditure in both cases,—showing that the system itself is radically bad and incurable, and that it should be superseded by another and entirely different system.

I entirely agree to the system of a Provincial University, to prescribe the standard of Collegiate Education; to examine and confer Degrees; but I can conceive of nothing more utopian, more unjust, and vicious, than a one College monopoly system.

The Writer of the College Council Memorial, in favour of a Toronto College centralization system, [the Reverend Doctor McCaul] advocated very different views fifteen years ago, when, in a Pamphlet, in 1845, on the University Question, he said,—*

"There can be no doubt that there are many Parents who would not only complain of this as a heavy tax, but would regard with aversion any plan whereby their children would be removed from their care, and left without their supervision amidst the temptations of a large Town. Nor can it be questioned that many would thus be wholly excluded, by the narrowness of their circumstances, from affording their Sons the advantages of the University, whilst some would prefer foregoing them, to running the risk necessary for their enjoyment."

In speaking of the system of Colleges in different parts of the Province, he said:

"It would distribute through the Province the advantages which a University brings to the place in which it is situated, and to the whole Country in its vicinity, instead of securing a monopoly of these to any one district."

The principle of both the English and Continental Collegiate systems is dispersion, not centralization. Without referring to other Countries, there are twenty-six Colleges in France, (some of them Protestant), although there is but one University. At Cambridge, in England, there is one University, but there are seventeen competing Colleges in that University. At Oxford, there are twenty-six competing Colleges in one University; and in the London University there are not less than forty competing Colleges and Schools, besides Medical Institutions.† To have there but one College with each of these Universities would be an unthought-of absurdity. The more competition there is in any department of life, the more energy, activity and efficiency will there be in the work done; but there can be no fair competition except on equal terms; the competing Colleges should, therefore, be placed upon an equal footing.

The Council of the Toronto University College make the following curious appeal to the University Statute of 1853 and the London University, on this point:—

"That Your Petitioners believe that the object of the Legislature in passing the Provincial Statute of 1853, whereby the University of Toronto was separated into two Institutions, one for examining and the other for teaching, was to create a Provincial Establishment of each class, without any Religious tests, or qualifications, such as would be sufficient to meet the wants of the community, and in no part of said Statute is there anything to warrant the assumption, that it was intended to divide the Revenues of the Endowment between the Provincial University and any of the Denominational Universities, or between the Provincial College and any of the Denominational Colleges. Such a division would be in direct opposition to the arrangement of the University of London, from which no Funds are supplied to any Establishments connected with it, but each Institution, whose Certificates are recognized, bears its own expenses from its own resources."

As to the intention of the University Act of 1853, that has been already sufficiently referred to. The Toronto College Council admits the equality of the Colleges affiliated to the London University, as to the sharing in the sum allowed by Government to which was once identical with the University itself, but the two have been separated; and, although the London University College is Non-denominational, and, therefore, as much national as Toronto University College, it receives not a farthing more of the

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* This Pamphlet and its contents are referred to on page 215 of the Fifth Volume of this Documentary History. † On this subject, see Mr. Adams' Address in the next Chapter.

University Funds than the Wesleyan, Presbyterian, or Congregational, Colleges affiliated to the University. To place, therefore, the Colleges in Upper Canada upon the same footing in regard to Toronto University, as are the affiliated Colleges in England to the London University, it is necessary to leave all without any endowment, including the Toronto College, or equally aid all from the Endowment upon equal terms.

But the Toronto College Council claim even the Surplus Fund, as well as the Income Fund, necessary for their current expenses; they say:

"Your Petitioners cannot believe that it was the intention of the Legislature, in this 54th Section, to sanction the formation of a Surplus Fund for the benefit of the Denominational Institutions, by crippling the efficiency and dwarfing the growth of those Provincial Establishments which they had themselves created, as best adapted to the circumstances of the Country."*

It thus appears that the College Council claims the Surplus Fund itself to be bestowed upon the University and Upper Canada Colleges,—evincing as cool unscrupulousness of assumption, as there has been of expenditure in connexion with the University Funds. But this exclusive assumption and monopoly of the Toronto College is the reverse of the whole English Collegiate and University Systems, as well contrary to public interest, and the rights of a large majority of the people.

If aid is provided in support of a College for those who prefer a College without any Religious character, or influence, it is unjust and preposterous to deny aid to Colleges for those who demand Colleges invested with a Religious character and influence. It is admitted by the College Council that the Religious instruction of Students should be provided for by Ministers of their own respective Persuasions. If so, then what is elsewhere characterized and denounced as sectarian instruction, is admitted to be necessary. How would the Country be deprived of the essential foundation and elements of its institutions, character, and civilization, if the Religious instruction given by the Church of England, Presbyterians, Methodists, and other Denominations were distinguished against. The more constant and energetic is that instruction, the better for the youth and welfare of the Country; and yet it is held that that portion of the community who wish to educate their sons under the fullest influence of that instruction, are to be proscribed from all public aid in doing so, while those who are indifferent to such influence, in connection with the education of their sons, are alone to have the aid of public endowments! I think nothing can be more illiberal and unjust than the one College monopoly system; the just and Religious heart of the Country must revolt against such proscription, and such a bounty to non-religion. If an Institution teaches the subjects of a Collegiate Education in connection with no Religion, it is to be endowed; but if it teaches the same subjects in connexion with a Religious Persuasion, it is to be prescribed! Thus the Religious character of a College is a disqualification for public aid! Can anything be more monstrous?

A College at Toronto, abolishing fees, abounding in Options, Scholarships, and all the other appliances of a monopoly of the Country's gift for University Education, cannot fail to attract a large number of Students of various Denominations; but, in Victoria and Queen's College, the Students are of various Religious Denominations, while the long, recognized and essential Course of Collegiate Education is maintained throughout, and the influences of Religion are blended with instructions in learning.

As to the influence of the number of Students upon the efficiency of collegiate instruction, and the number of Professors requisite, the author of the College Council Memorial expressed himself as follows in 1845:—

"The Professors must for some years be content to discharge chiefly the duties of Tutors; and under these circumstances, the smallness of their Classes is rather an advantage, inasmuch as it enables them to test the preparation and ascertain the deficiencies of each of the Students on every occasion of attendance. The other Universities, (besides King's College,) should be endowed so as to enable them to have efficient Schools of Arts and Divinity, and also to have good preparatory Seminaries attached to them. The Head, with four Professors, would be fully equal, for some years, to the discharge of the University duties. This, indeed, is a stronger staff than King's College at present possesses in those Faculties."

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*The University Act of 1853 provided that a surplus should arise after all expenses of the University and College at Toronto were paid, and it was to be divided by the Legislature.

It is beyond doubt that five, or ten, such Faculties in competing Colleges, (all educating up to a standard prescribed by Provincial authority), situated in different parts of the Province, and the effort of Denominational piety, liberality and influence, united with, and developed by, public aid, must tend to the more thorough education of a vastly larger number of young men than a one College monopoly system at Toronto, without competition, without Religious life and oversight, deadening rather than prompting to individual effort, sucking the State for everything, and relying upon itself for nothing.

I submit, therefore, that there are good grounds for the complaints in the Memorial of the Wesleyan Conference, and that justice, Religion, and patriotism require a thorough change in the unjust and extravagant University and College system inaugurated at Toronto.

QUEBEC, March 29th, 1860. EGERTON RYERSON.

April 12th, 1860.—The Honourable Michael H. Foley was called to the Chair *pro tempore.*

The Reverend Egerton Ryerson appeared, agreeable to the summons of the Committee.

On motion of the Honourable William Cayley, it was,—

Ordered, That Professor Wilson be summoned, by Telegraph, to attend the Committee forthwith; and that Doctor McCaul be also summoned to appear.

On motion of Mr. David Roblin, it was,—

Ordered, That the Reverend George Whittaker, Provost of Trinity College, the Reverend John Ambery, late Professor of Classics in Trinity College, Mr. G. R. R. Cockburn, Head Master of the Model Grammar School, Toronto, the Reverend William Ormiston of Hamilton; and the Reverend William H. Poole of Cobourg, be summoned to appear before the Committee.

The Reverend Doctor Ryerson's Examination was continued by the Chairman.

Question 141. Have you any further Statements to make to the Committee?—I offered opinions on several subjects, in an earlier part of my Examination, and I wish now to put in extracts from several eminent individuals on the subject of education, in support of the views I have expressed.

Mode of Teaching. Professor Wilson of Toronto, writes this at pages 172 and 173 of the *Canadian Journal* for March, 1856:—

"No Institutions in the world turn out a greater number of highly qualified Teachers on the subjects specially cultivated by them. Apart from the Tutors, public and private, numbering hundreds, within the circuit of the two Universities, Oxford and Cambridge, provide Professors and Teachers, in their own special departments of Classics and Mathematics, to the great majority of the Public Schools of England and the Colonies. The Colleges of London, Manchester, Birmingham and Durham, all the great Public Schools, and even Mathematical and Classical Chairs of the Scottish Universities, are supplied from the ancient seats of learning on the Cam and the Isis. The English College Tutor again is precisely what we term in Canadian, and American, Institutions a Professor; his functions in no degree differ, and the more our Canadian Professor imitates the thoroughness of the English College Tutor in his mode of instruction, the better will it be for the future scholarship of the Province.

Modern Languages no substitute for Ancient. In confirmation of the views expressed by me on English University Studies, and against substituting the Modern, for the Ancient, Languages in a University Course of Study, I quote the language of

Doctor Daniel Wilson, Professor in University College at Toronto, who, in the *Canadian Journal* for August, 1858, pages 180-181, wrote as follows:—

"We have spoken of the thoroughness of the education at Cambridge, in the subjects taught and encouraged at that University. That a too limited and and exclusive devotion to one, or two, subjects of study has been engrossingly fostered at the English Universities we readily admit; but even, in this respect, the evil is more apparent than real, and a little, well and thoroughly learned, is worth all the popular, superficial doses of crude science and learning which figure so grandly under every variety of superlative nomenclature in the prospectuses of American Educational Institutions. Mr. Bristed, after having taken his B.A. Degree with Honours, at Cambridge, remarks: 'I had more opportunities of observing what had often struck me before,—the development which takes place in an Englishman's mind after the age of twenty-two, when he recovers in two or three years all the ground which he appeared to have lost as compared with an American, Scotch, or Continental, Student, and gains a great deal more. The Cambridge Student acquires manly habits of thinking and reading. He becomes fond of hard mental work, and has a healthy taste in his mental relaxations. The trash of the circulating library he despises as he would sugar candy. No works of fiction but the very best, and those rarely, are to be found in his Room., Such a taste is, indeed, late in forming; but the habit of mind once started, he goes on drawing in knowledge from all quarters at a vast rate, and whatever he does take into his well-prepared mind assimilates itself with matter already there, and fertilizes the whole, and fructifies; nothing of what he reads is thrown away.' To such a man of ripe mind and studious habits the acquisition of a Modern Language, such as the French, or Italian, is a mere pastime, and the German only a pleasant task. What would he say to the substitution of them by our University reformers as equivalent to the Greek and Latin,—the sole key to all the treasures of Theology, Philosophy and Science?"

Latin and Greek as a part of University Education. In further confirmation of the views which I have expressed against substituting the study of the Modern, for the Latin and Greek, Languages in a University Course, I beg to quote the words of the Reverend Doctor Whewell, Master, or President, of Trinity College and Professor of Moral Philosophy in the University of Cambridge, (formerly Professor of Mineralogy,) author of a Bridgewater Treatise, and the History and Philosophy of the Inductive Sciences, Elements of Morality, and various other works, and known as one of the most advanced University Reformers in England, and one of the most scientific and eminent Men of the present day. Doctor Whewell, in his Book on the principles of an Engish University Education, remarks as follows:

"The cultivated world, up to the present day, has been bound together, and each generation bound to the preceding by living upon a common intellectual estate. They have shared in a common development of thought, because they have understood each other. Their standard examples of Poetry, Eloquence, History, Criticism, Grammar, Etymology, have been a universal bond of sympathy, however diverse might be the opinions which prevailed respecting any of these examples. All the civilized world has been one intellectual nation; and it is this which has made it so great and prosperous a Nation. All the Countries of lettered Europe have been one body, because the same nutriment, the literature of the ancient world, was conveyed to all, by the organization of their Institutions of Education. The Authors of Greece and Rome, familiar to the child, admired and dwelt on by the aged, were the common language, by the possession of which each Man felt himself a denizen of the community of general civilization; free of all the privileges with which it had been gifted from the dawn of Greek literature up to the present time.

"What can the best Authors of modern days do in the way of filling such an office? Even if their language were universally familiar in cultured Europe, how do they connect us with the past? How do they enable us to read the impress which was stamped upon thought and language in the days of Plato and Aristotle, in virtue of which it is still current? How do they enable us to understand the process by which the language of Rome conveyed the culture, the philosophy, the legislation of the ancient civilized world into the modern? How do they enable us to understand the thoughts and feelings to which they themselves appeal? If the Greek and Latin Languages were to loose their familiar place among us, Montesquieu and Bossuet, Corneille and Racine, would lose their force and their charm. Those who read and admire these Authors constantly make a reference in their minds to the works of the Ancients, which they know immediately, or though a few steps of derivation. If this knowledge were taken away many of the strings would be broken in the instrument on which these artists played. And although so long as a liberal education continues what it has been, the well-educated diffuse to others a general admiration of the 'classical authors' of their own languages; if Greek and Latin were to cease to be parts of general culture, the admiration of the classical authors of England and France would become faint and unintelligent, and in a few generations would vanish.

"The same may be said of Language. The Languages of ancient Greece and Rome have, through the whole history of civilization, been the means of giving distinctness to men's ideas of the analogy of languages, which distinctness, as we have seen, is one main element of intellectual cultivation. The forms and processes of general grammar have been conveyed to all men's minds by the use of common models and common examples. To all the nations of modern Europe, whether speaking a Roman Language or not, the Latin Grammar is a standard of comparison, by reference to which speculative views on Grammar become plain and familiar.

"And then, as to the derivation of the Modern European Languages:—Those who are familiar with Greek and Latin cannot but feel, in every sentence they read and write, that the whole history of the civilized world is stamped upon the expressions they use. The progress of thought and of institutions, the most successful labours of the Poet, the Philosopher, the Legislator, have, in a thousand of cases, operated to give a meaning to one little word. Those who feel this, have a view of the language which they speak, far more intelligent, far more refined, than those who gather the force of words from blind usage, without seeing any connection, or any reason. What does intellectual culture mean, if it does not mean something more than this? What does it mean, but that insight, that distinctness of thought with regard to the terms we employ, which saves us from solecisms, not by habit, but by principle, which shows us analogy, where others see only accident, and which makes language itself a chain connecting us with the intellectual progress of all ages.

"In what a condition should we be, if our connection with the past were snapped; —If Greek and Latin were forgotten? What should we then think of our own Languages?—They would appear a mere mass of incoherent caprice and wanton lawlessness. The several nations of Europe would be, in this respect at least, like those Tribes of savages who occupy a vast Continent, speaking a set of jargons, in which scarcely any resemblance can be traced between any two, or any consistency in any one. The various European Languages appear to us obviously connected, mainly because we hold the Latin thread which runs through them; if that were broken the pearls would soon roll asunder, and the mental connection of the present Nations with each other, as well as with the past, would thus be destroyed. What would this be but a retrograde movement in civilization.

"In Nations as in Men, in intellect as in social condition, true nobility consists in inheriting what is best in the possessions and character of a line of ancestors. Those who can trace the descent of their own ideas, and their own language, through the race of cultivated nations; who can show that those whom they represent, or reverence as their parents, have everywhere been foremost in the fields of thought and intellectual progress,—those are the true nobility of the world of mind: the persons who have received true culture; and such it should be the business of a liberal education to make men. (Pages 34-37.)"

Classics and Mathematics. Against severing the studies of Classics and Mathematics, as has been done by the Toronto University System of Options, and as argued by Mr. Vice Chancellor Langton in his Memorial to the Legislature, Doctor Whewell expresses himself in the following terms in his English University Educator:—

"The study of Elementary Mathematics, along with the study of Classical Authors, ought to be imperatively required by all Universities. To separate these two branches of study, and to allow Students to neglect one of them, because some persons have a taste for one and some persons for the other is, to abdicate the functions of education altogether. Universities and Colleges do not exist merely for the purpose of enabling men to do what they best like to do; or for the purpose of offering and awarding prizes for trials of strength in modes selected by the combatants. Their business is the general cultivation of all the best faculties of those who are committed to their charge, and the preservation and promotion of the general culture of mankind. And it is certain, that of all the persons who derive advantage from a University Education, none are more benefited than those who, with a great general aptitude for learning, are prevented, by the requisitions of such Institutions, from confining their exertions to one favourite channel. The Man of Mathematical genius who, by the demands of his College, or his University, is led to become familiar with the best Greek and Latin Classics, becomes thus a man of liberal education, instead of being merely a powerful calculator. The elegant classical scholar, who is compelled, in the same way, to master the propositions of Geometry and Mechanics, acquires, among them, habits of vigour of thought and connection of reasoning. He thus becomes fitted to deal with any subject with which reason can be concerned, and to estimate the prospects which Science offers; instead of being kept down to the level of the mere scholar, learned in the literature of the past, but illogical and incoherent in his thoughts, and incapable of grappling with the questions which the present and the future suggest. To neglect to demand a combination of these two elements, would be to let slip the only machinery by which Universities, as the general cultivators of the mind, can execute their office." Page 39.

Again Doctor Whewell employs the following irresistible reasoning on the same subject:—

"There is one leading question, in such an education as we are contemplating, on which I have already spoken, but on which it may not be useless to add a few words:—I mean, the question whether both Mathematical and Classical Instruction should be considered necessary in the case of every Student. It is sometimes said that we shall educate men better by encouraging in each that study for which he has talent and inclination; not tormenting the man of classical taste, with fruitless lessons of Algebra, or the man of Mathematical intellect with obscure passage of Greek. It is said, sometimes, that by such a genial education alone, do we really educate the man, or bring out his genius; that the seeming of Mathematical prowess, or of Classical learning, which we wring by force from ungenial and unwilling minds, is of no value, and is no real culture. But to this we reply, that if men come really to understand Greek, or Geometry, there is then, in each Study, a real intellectual culture, however, unwillingly it may have been entered upon. There can be no culture without some labour and effort; to some persons, all labour and effort are unwelcome; and such persons cannot be educated at all without putting some restraint upon their inclinations. No education can be considered as liberal which does not cultivate both the faculty of reason and the faculty of language, one of which is cultivated by the study of Mathematics and the other by the study of Classics.—To allow the Student to omit one of these is to leave him half educated. If a person cannot receive such culture, he remains, in the one case irrational, in the other illiterate, and cannot be held up as a liberally educated person. To allow a person to follow one of these lines of study, to the entire neglect of the other, is not to educate him. It may draw out his special personal propensities, but it does not draw out his general human faculties of reason and language. The object of a liberal education is, not to make men eminently learned, or profound, in some one department, but to educe all the faculties by which man shares in the higher thoughts and feelings of his species. It is to make men truly men, rather than to make them men of genius, which no education can make them.

"But, even with regard to men of genius, it is not true that they have generally been men of one kind of education only, or capable only of one kind of intellectual excellence. The case has been quite the reverse. During the Middle Ages, and down to the last Century the greatest Mathematicians were almost invariably good Classical scholars; and good scholars were almost invariably well acquainted with Mathematical literature, and often very fond of it. And this connection, in the main, has continued to our own day, so far as the Mathematics and Classics belonging to a liberal education are concerned. Not to speak of living persons whose career at Cambridge might be adduced to prove this, the greatest Greek scholar of the last generation, Porson, was fond of Algebra, and was a proficient in it; and if we run over the highest Wranglers of the last sixty years, we find at every period men known to be well versed in Classical Literature, as Otter, Brinkley, Outram, Ramcock, Wrangham, Palmer, T. Jackson, R. Grant, and many others.

"Indeed, there can be no doubt but that the clearness of mind and vigour of character which make a man eminent in one line of study will also enable him to master the elementary difficulties of another subject, if it is fairly brought before him as something which must be done; although, if it be presented to him as a matter of choice whether he will make the attempt, caprice, fastidiousness and the pleasure of doing what he can already do easily and well, may make him turn with repugnance from a subject in which he has not learned to feel any interest.

"To which we may add that to be able to command the attention and direct the mental powers so as to master a subject which is not particularly attractive to us, is a very valuable result of mental discipline. Whatever acuteness, or sagacity, a man may have on a special subject, if he be so helpless, or so fastidious, that he cannot employ his thoughts to any purpose, on any other subject, we cannot consider him as a well cultured person, nor ought we to frame our education so as to give to men such an intellectual character." (Doctor Whewell on a Liberal Educator in General, with particular Reference to the leading Studies of the University of Cambridge.)

Modern Sciences and Classics. Against substituting the study of the Modern Sciences for the Ancient Classics and Mathematics, Doctor Whewell, in his elaborate work on Cambridge Studies, pages 21, 22, expresses himself as follows:—

"Of the two classes of Studies above mentioned, the Permanent and the Progressive Studies, the former are the most essential as parts of education, and must be mastered before the others are entered on, in order to secure such an intellectual culture as we aim at. The Progressive Sciences are to be begun towards the end of a liberal education. On the other hand, the Permanent Studies, Classical Literature and Solid Reasoning, are fundamental parts of a liberal education, and cannot be dispensed with. Modern Science and Philosophy ought to be introduced into education, so far as to show their nature and principles; but they do not necessarily make any considerable, or definite, part of it. The intellectual culture, although it will be incomplete if these are excluded, may still be a culture which connects a man with the past and prepares him for the present; but an education from which Classical Literature, or Mathematical reasoning is omitted, however familiar it may make a man with the terms of Modern Literature and Philosophy is defective, because he has not that intellectual culture which the greatest Authors in Literature and Philosophy have always had."

Chair of Agriculture. In support of what I have offered on this subject, I desire to put in the following expression of opinion by the Commissioners appointed to enquire into the management of the Queen's Colleges in Ireland.

"For reasons which we shall hereafter state, we recommend the abolition of the Chair of the Celtic Languages, in the Literary Divisions, and of the Chair of Agriculture, in the Science Division of the Faculty of Arts. From its nature it is questionable whether Agriculture should have a place in the course of studies at the College of a University. Practical Agriculture is best taught by that experience which constant occupation on a well managed Farm affords. The scientific knowledge which a Farmer requires will be readily acquired by any one who has attended the ordinary courses of Lectures on Chemistry, Natural History, Geology and Engineering. * * *

The Agriculturist is formed in the field of the Farm, not in the College Hall."

Matriculation. On this subject the Commissioners on the Irish Queen's Colleges speak thus:—

"The Matriculation Examination is the first point of contact between the College and School, and the only point through which the action and reaction, of each on the other, are being constantly communicated. This Examination must, therefore, be always maintained at a high standard, as indicating the termination of School Education and the starting point of College Studies. Nothing could, we conceive, be more injurious to the interests of education than a low standard of Matriculation Examination, as the preliminary qualification for College pursuits. We are of opinion with the late Mr. William Hamilton, that, 'Professorial predelections are no substitute for scholastic discipline,' and that the University loses its proper character when obliged 'to stoop in order to supply the absence, or incompetency, of the inferior Seminaries.' We, therefore, recommend that the Matriculation Examination be maintained at the same standard as originally fixed by the Board of Colleges: and if any change be hereafter made therein, that the tendency of such should always be to elevate, and never to depress, the general standard of School Education throughout the Country."*

Cost of College Buildings. Respecting the cost of College Buildings, the following statement is found in the same Report:—

"A sum not exceeding £100,000 was placed at the disposal of Your Majesty's Government, to purchase and provide Sites and the necessary Buildings for one, or more, Colleges, and for etstablishing and furnishing the same. An Annual Endowment, chargeable on the Consolidated Fund, was also so created, not exceeding £7,000 for each College, or £21,000 in the whole, which sum was to be applied for the payment of the Salaries of the President, Vice President, and such Professors in the Faculties of Art, Law and Physic, as should, from time to time, be established by Your Majesty: and also for the payment of Salaries of Office-bearers and Servants, and Prizes and Exhibitions."

"It appears that of the sum of £100,000, placed at their disposal for the former purposes, £10,107 0s. 3d., were expended in the purchase of College Sites, containing nearly eleven acres, at Belfast, upwards of seven acres at Cork, and fourteen at Galway; £85,375 5s. 11d. on Buildings; and £4,507 11s. 1d. on Furniture.

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*This is in direct opposition to Mr. Langton's views on the subject.

"The proportion, expended in the case of each of the three Colleges, was,—on Belfast College, £34,375; on Cork College, £32,899 7s. 2d.; and on Galway College, £32,743 6s. 4d."

I beg to add, that each of these College Buildings of the Queen's Colleges in Ireland, contain Residences for the Principal and Vice-Principal and accommodations for the Faculties of Law and Medicine, besides the Faculty of Arts.

Options of Studies. I think that there should be no Options, by which Students may be able to escape from particular branches of Study, and in support of what I have already said on that point, I quote again from the Report of the Queen's College Commissioners.*

The Senate of Queen's University, although making it compulsory on the Student to pursue the following Curriculum, does not require him at the Degree Examinations to answer on all the subjects on which he has attended Lectures in the College. It requires every Candidate for the A. B. Degree to answer questions in the following groups of subjects:

The Latin Language and Literature. The Greek Language and Literature. A Modern Foreign Language. Mathematics.

And on any of the three following groups which he may choose to select:

A. English Philosophy and Criticism, Logic, Metaphysics or Jurisprudence, and Political Economy. B. Chemistry, Natural Philosophy. C. Zoology, Botany, Physical Science.

The Reverend Doctor Ryerson expressed his desire to give further Evidence at another time, and then he withdrew.

April 13th, 1860.—The Honourable Michael H. Foley took the Chair, *pro tempore.*

The Reverend Doctor Ryerson's Examination was continued by the Chairman.

Question 142. Is there anything more to be submitted on the part of the Petitioners?—I yesterday stated that I desired to submit to the Committee some Statements relative to the reduction of the character of the Studies required from Candidates in the Faculty of Medicine in the University of Toronto. I now desire to make the following Statement on that subject:—

In my written Statement and remarks, I have referred to the reduction in the Course of Studies requisite for a Degree in Medicine.

The Statute passed by the Senate of the University early in 1854 required, among other conditions, that the Candidate for the Degree of Bachelor of Medicine, should have passed the Matriculation Examination, and have regularly attended Lectures in the following branches of Medical Education, and for the periods mentioned, videlicet:

Anatomy, Physiology, Practical Anatomy, Theory and Practice of Medicine, Principles and Practice of Surgery, Midwifery, and Diseases of Women and Children, Therapeutics and Pharmacology, Chemistry, two Courses in six months. Botany, Practical Chemistry, Medical Jurisprudence, one Course in six months for each.

In the Statute passed by the Senate in 1857, the following conditions, under the same heads, were prescribed as the requisites for the Degree of Bachelor of Medicine;—

The Candidate must have matriculated in any of the Faculties of Law, Medicine, or Arts. He must have regularly attended Lectures in the following branches of Medical Education, for the respective periods mentioned, videlicet:

Anatomy, Practical Anatomy, Theory and Practice of Medicine, Principles and Practice, of Surgery, Chemistry, two Courses of six months for each. Midwifery, and Diseases of Women and Children, Therapeutics and Pharmacology, Physiology, Practical Chemistry, Medical Jurisprudence, one Course of six months each.

It will be recollected that, as I have shown in my written Statement to the Committee, the standard of Matriculation of 1854 was reduced in 1857, by the omission of two Greek and two Latin Authors, and the translation of English into Latin,—retaining only Sallust's Catiline; and it is seen above that in five branches, (two of the most essential,) in the course of Medical Studies, were reduced one-half. The previously required attendance at Lectures on Medical Jurisprudence, also on Practical Chemistry, was reduced in each branch from six to three months.

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*Mr. Adams, in the next Chapter, objects to immature Students having choice of Options.

The attendance at Lectures on the all-important and comprehensive subjects of Midwifery, and Diseases of Women and Children, was reduced from twelve months to six months; and the attendance at Lectures on the scarcely less important branches of Physiology, Therapeutics and Pharmacology, was also reduced from twelve to six months in each case.

Thus, in both the primary and professional education of the Medical Men of the Country, the Senate of the Toronto University, has made the first downward steps.

Against this reduction in the course of Medical Studies, the Medical Department of Victoria College, made a strong protest at the time, declaring against relaxing requirements, which had been "held sacred in every civilized Country, and lately acted upon by the Toronto University, of Toronto itself," and remarking as follows:—

"With such a minimum of requirement, the Student cannot be prepared for those scenes of impending death, so peculiar to Midwifery, where a knowledge and prompt action are alike required to avert the fatal issues." "One course in nine months, (instead of two), upon Midwifery and the Diseases of Women and Children, present a contrast most forbidding to the knowledge and humanity of the age, and it can scarcely be doubted, that an enlightened and deeply interested public, will seek in every possible way, to avert the tendency of so seductive an advertisement, as "graduation made easy."

"The same reduction has been made in the Materia Medica, and Therapeutics, in a branch embracing a knowledge of the numerous and increasing remedies in Medicines, and of the rules for their application in the various forms and stages of Disease."

"A like reduction has been made in Physiology, and this Science, with all its relations to the laws of life, and the functions of the living body, (so necessary to a knowledge of the deviations constituting diseases), are made secondary to Chemistry. The latter is in no way undervalued, by entering this protest which duty requires, against so severe a blow inflicted upon the above essential branches of Medical Education.

I may remark that in the Universities of Victoria, Queen's, and McGill Colleges, two courses of Lectures, of six months each, in Midwifery, and the Diseases of Women and Children, Therapeutics, and Pharmacology, and Physiology, are still held indispensable to a Medical Degree.

The Reverend Doctor Cook having made some remarks upon the subject of Matriculation, was requested to submit the same to the Committee, in writing.

Reference having been made to summoning Witnesses, The Honourable William Cayley put the following question to Mr. Langton.

Question 143. Do you still desire that Mr. Cockburn and the Reverend Mr. Ormiston shall be summoned before the Committee?—I have no longer any desire, so far as I can see at present, for the appearance of Messieurs. Cockburn and Ormiston, because as Doctor Ryerson's Evidence now appears in its revised shape, it does not contain the imputation which I desired these Gentlemen to rebut.

Doctor Ryerson here requested permission to state that he had made no imputation, at least had not intended to make any imputation on individuals, but that his remarks were directed only against the tendency of the system. He was not responsible for the circulation of the paper referred to by Mr. Langton; and took the earliest opportunity to state to the Committee before its distribution, that it was incorrect, and to put in a revised copy of his Statement.

Mr, David Buchan, Bursar of the Toronto University, was examined by the Chairman, the questions being submitted by the Reverend Doctor Cook.

Question 144. What was the Revenue of the Toronto University for the year 1853?—I cannot undertake to say. The Accounts will tell.

Question 145. What was the Revenue of the University in the years 1853, 1854, 1855, 1856, 1857, 1858, 1859? Was there any Surplus in each of those years? If so, what has been done with the money?—I have a Memorandum which will show in what year there was a Surplus, and the amount. I put in this Memorandum as follows:

1853—Balance of Income Fund carried to credit of the Surplus Fund.........	$12,148 26
1854—Balance of Income Fund carried to credit of the Surplus Fund.........	13,475 72
1855—Balance of Income Fund carried to credit of the Surplus Fund.........	696 99
1856—Balance of Income Fund carried to credit of the Surplus Fund.........	1,370 98
Total amount at the credit of Surplus Income	$27,691 95

Question 146. Where is this money?—It is supposed to be lying in the Bank of Upper Canada, forming part of the General Funds in my charge.

Question [by the Chairman.] 147. What do you mean by supposed to be lying in the Bank of Upper Canada? State the thing as it is?—The money is in my hands, but I have had to draw upon it and various other Funds in my hands to meet the costs of the University Building. [See note on the loan of part of the Surplus Fund to Upper Canada College on pages 96, 103 and 113 of this Volume.]

Question 148, [by the Chairman, the Question having been submitted by the Reverend Doctor Cook.] How has the money been employed?—I have received no direction as to what should be done with it, except that it was to be considered as a Surplus Fund lying in the Bank of Upper Canada to my credit; but in consequence of the outlay for the Building, I have been obliged to overdraw on the Bank. Owing to the state of the money market, I could not dispose of the Debentures which I hold; but, until recently, there have been more than sufficient Funds to meet the drafts upon me.

Question 149. Then, in point of fact this money has been temporarily employed for the use of the Building Fund?—Yes.

Question 150. How will the money be forthcoming?—I hold Debentures, and money is constantly coming in from sources belonging to the University. In the beginning of the year, for instance, the balance against me was large, but since that the payments on account of purchase money have reduced that balance, until it is now very trifling. I can procure the exact figures to-morrow.

Question 151 [by the Honourable William Cayley.] Do you consider yourself at liberty to apply the cash at your credit in the Bank to the Building Fund, instead of selling Debentures; and if so, by what authority?—I am authorized to pay for the Building out of the Permanent Fund by Order-in-Council. It was better to draw on the balance in the Bank than to sell Debentures at a sacrifice, when the arrangements for the Building were made. I had a large amount of money in the Bank, and some part of it—about £20,000—to invest. I invested it in Debentures, which I bought of the Receiver General, on condition that I should get back the money at par whenever I wanted it. It was thought at that time there would be no difficulty about disposing of Debentures, as money was required; but although I got back the £20,000 I could not get any more.

Question 152. Where are these Debentures?—In the Bank of Upper Canada, deliverable to my order.

Question 153. If a demand came from the Government for the production of this Surplus Fund would you have to obtain it out of cash in your hands, or by the sale of these Debentures?—Yes, or from the Bank, until I could replace it.

Question 154. [By the Chairman, the Question being submitted by the Reverend S.S. Nelles.] Would the money be forthcoming with interest?—That would depend on the action of the Government.

Mr. Buchan, the Bursar was then requested to prepare answers to the following Questions, submitted by the Reverend Doctor Stinson, and put by the Committee:—

Question 155. What do you report the Expenditure in 1857 to have been?—

Question 156. What was the increase of Expenditure since 1854?—

Question 157. What necessity was there for this increase, and how was it applied?—

Question 158. You report a Loan of the Surplus Fund to Upper Canada College in 1857 of £1,500. On what authority was that Loan made, and what amount of interest has the Surplus Fund received from the same?—

Question 159. What balance remained from year to year in the Bank of Upper Canada?

Question 160. Has any, and if yes, what interest has been allowed for the same? State the particulars.

Question 161. What was the expense for Stationery in 1854, and what in 1858?

Question 162. What amount has been expended for Buildings out of the University Funds from 1853 up to the present time? and what portion of the entire amount has been incurred for the new Buildings recently erected?

Question 163. What sums have been received for Fees since 1853?

Question 164. The present Law (of 1853) requires that the Tuition and Graduation Fees shall form part of the Income Fund; please inform the Committee what amount, arising from these sources, has been, in each year, carried to the Income Fund, since 1853?

Question 165. What amount of money now over due for interest, remains unpaid? Has the loans to Buffalo and Brantford Railroad been repaid, with all the interest due thereon, and how has it been applied?

Question 166. What money has been loaned towards the erection of the Lying-in Hospital, since 1853?

Question 167. To what individual, or individuals, or Bodies Corporate, has money been loaned, since 1853? On what security have such Loans, if any, been made?

Question 168. What was the Income of the University and College in 1853, when the present University Law was enacted, and what was the Expenditure?

Question 169. Has the balance of 1853, if any, been placed out at interest, for the benefit of the Surplus Fund? If not, why not?

Question 170. What would have been the balance carried to the Surplus Fund of 1853, had there been no expense for Faculties of Law and Medicine, or for building and other purposes, not included in current expenses, such as the Act of 1853 sanctioned?

Question 171. What balance has been carried to the Surplus Fund since 1853?

Question 172. State the total amount of those balances at the present time?

Question 173. What amount of interest would they have yielded at six per cent. had they been invested each year?

Question 171. Has any disposal been made since 1853, of any portion of the University Grounds within the Limits of Toronto, and if yes, on what terms?

Question 175. Was this in reality, University Property,—explain its position?

Question 176. How much has been received on account of Land Sales?

Question 177. How much Land remains now unsold?

Question 178. Where situated? How valued? By whom?

Question 179. Does the Bursar's Office issue Deeds at its own expense? What does the purchaser pay for each Deed?

Question 180. Is this included in the Office expenses?

Question 181. How much of the Endowment has been now expended?

Question 182. On new Buildings how much? Museum how much? Library how much? Grounds how much?

Question 183. On what authority was the sum of $32,000 paid of that Fund, to defray the expenses of the Commission of Messieurs O'Reilly, W. Coffin, and F. Daniels?

Question 184. Did the Plaintiff pay his own costs?

Question 185. Explain the Expenditure of $11,438 reported for 1857, as expended in the Bursar's Office. Incidentals and Stationery, as per account?

Question 186. What amount of Income is derived from the University Property in Hamilton?

Question 187. Has any of this Property been sold within the past five years; to whom sold? for what sum? and on what terms of payment?

Question 188. Have the conditions of sale been complied with?

On motion of Mr. David Roblin it was,—

Ordered, That Mr. John Simpson, be a Sub-committee to examine the Bursar's Statements of the University of Toronto and of Upper Canada College, with a view to the necessity of printing for the use of the Committee a portion, or the whole of these statements for the years 1858 and 1859.

Professor Wilson appeared in answer to the summons of the Committee.

The Reverend Doctor Ryerson was further Examined by the Honourable George Brown.

Question 189. You have stated in your previous Examination, that "the whole of the enormous expenditure" of which you complain, "have been made under the authority of the Senate;" that "great ingenuity seems to have been exercised to reduce the Fund as much as possible, in order to justify the plea, that there is not enough left to share any part of it with any other than the University and University College;" and that "the Senate has determined to defeat that object," [*i.e.*, the object of the University Act of 1853], by frittering away and reducing the funds in buildings and other purposes never contemplated by the Act." Please to state how long this conspiracy has been going on in the Senate of the University?—I do not call it a conspiracy. Nothing I have said implies a conspiracy. I believe some Members of the Senate intended, from the beginning, to apply all the Funds in that way. For the last four, or five, years that policy has been adopted by the Senate. My testimony goes to the reverse of saying that the Act of 1853 contemplated that object. The items of expenditure for Buildings, are matters of fact, whether they were enormous, or not, and is a matter of opinion. I believe that there was a certain design; but others can say whether there is evidence of that design, or not.

Question 190. Have you been a Member of the Senate during the whole time the Senate, as you allege, has been striving to defeat the object of the University Act, by "frittering away, and reducing the funds?"—I have.

Question 191. Did you at any time, make a formal representation to Government pointing out the systematic extravagance carried on by the Senate?—Not except in private conversation, with individual Members of the Government. I opposed the establishment of Scholarships in my capacity of Member of the Senate, and expressed my views that other Colleges were entitled to the same advantages as University College. But my views were responded to in such a manner, that I ceased to attend the Senate regularly, as I had done previously; I found that any expression of my opinion was regarded as an intrusion, and with jealousy. Therefore, when there, for a particular purpose, I gave my opinion, otherwise not.

Question 192. To what Members of the Government did you, in such private conversation, give information of the systematic extravagance that was going on, and what reply did they make to you?—I could not say it was systematic extravagance. I could not know what the expenditure was until the statement of it appeared in the Public Accounts. Do not recollect accurately to what Member of the Government I expressed the opinion I have mentioned. I think to Mr. Attorney General Macdonald.

Question 193. You say you have only attended the Senate of the University for particular purposes. Please to state what those purposes were?—One of the particular purposes I have spoken of, was the attempt to get something done for poor Mr. Maynard, who, I thought, had been badly treated. Sometimes things came up occasionally, to which persons wished me to attend, and I did so.

Question 194. How long have you been a Member of the University Senate?—I was appointed under the Act of 1849. At what period I do not recollect.

Question 195. You have stated that "if the Committee should order the Minutes of the Proceedings of the Senate to be laid before them, and mark who were present, and what was done at each Meeting, they would see how the system has been worked, and how parties connected with the University and Upper Canada Colleges have directed, as to Expenditure, Studies, Scholarships, etcetera. The Minutes will show that all these Expenditures have been directed by a Family Compact of Gentlemen, receiving their Salaries from the University and Upper Canada College Endowments. The Expenditures of the University Funds are increased, and are large beyond all precedent, and under every head, Salaries, Incidentals, Stationery, Examinations, as well as Buildings." Please state the names of the parties here charged with the guilt of this wasteful extravagance, on these several heads?—I refer to the Minutes, as I have already done, to show who constituted the majority of the Senate present at the Meetings, where these determinations were arrived at. I do not admit the accuracy of any quotations contained in the questions put to me, unless such quotations are first verified.

Question 196. You have charged that "all these Expenditures have been directed by a Family Compact of Gentlemen receiving their Salaries from the University and Upper Canada College Endowments;" will you please state the names of the Gentlemen forming this Family Compact?—Every one knows who are the Professors of University College and of Upper Canada College, and the Members of the Senate.

Question 197. Then are the Committee to understand that you charge the Professors of University College and of Upper Canada College, who are Members of the University Senate, as chargeable for the wasteful extravagance you complain of?—I charge the persons who directed those proceedings,—the persons who were present at the Meetings when these Statutes were passed.

Question 198. Did you, as a Member of the University Senate, resist the enormous expenditures, the magnificent extravagance of which you complain; and when overborne in your efforts to accomplish economical reforms, did you place your protest on record in the Minutes of the Senate?—I have no recollection of having been present when the question of Buildings came up. My impression is that I was out of the Country during a great portion of the time in which the subject was deliberated on. In speaking of extravagance, I allude to the whole system. I do not recollect being present at any Meeting when the finances were discussed having expressed myself in general terms of disapprobation of the Expenditure. It was in consequence of the language used to me by the Chancellor, and by the present Vice Chancellor, that I determined not to attend the future Meetings of the Senate.

Question 199. Do you refer to Mr. W. H. Blake, the Chancellor of Upper Canada, and Mr. John Langton? and what were the observations of those Gentlemen, of which you complain, or the subjects of those observations?—I cannot recollect the subject; but it involved the general policy of the Senate.

Question 200. When were those observations made, and how long did you absent yourself from the Senate in consequence of them?—I do not recollect. It was before Mr. Blake resigned. I think that took place in the latter end of 1854. I sometimes attended at the Senate Meetings after his resignation.

Question 201. You say you think you were absent in England when the sum of $300,000 was appropriated for the University Buildings.—please state the dates when you left for England, and when you returned?—I left some time in May, 1855; and returned the following April or May. I was afterwards absent a short time in 1857—from August till November.

Question 202. You have severely assailed the Gentlemen you style the Family Compact, for the expenditure of so large a sum in the erection of the University Buildings: will you please state how they are responsible for that expenditure?—For recommending it.

Question 203. Is it true that the sum of $300,000 was appropriated for the erection of the said Buildings, long before the Gentlemen you assail as responsible for that wasteful appropriation became Members of the Senate?—I do not know. It must have been during the year 1856, and in the earlier part of the year I was absent. It appears from the following extract, which I take from the Report of the Senate for the year 1856, that the subject must have been discussed in that year.

"The sum of £75,000 having been placed at their disposal for Buildings, out of the Permanent Fund, before assenting to any plan, or entering into any contract, it became their duty to inquire whether there was such an amount available, without trenching, on the Capital, necessary to provide for the ordinary annual wants of the University, and of Upper Canada College."

Question 204. Did you ever enter your protest at any time, in the Minutes of the Senate, against the large appropriations for Buildings?—I told my friends that nothing could be done till the Public Accounts should appear and show what the Expenditure had been.

Question 205. But had not the Senate long before that, (or in March, 1854,) applied to Government for power to erect the said Buildings, and were you not a party to that application?—I have no recollection of it.

Question 206. Were you present at the Meeting of the Senate when an Address was carried to the Government praying for authority to expend a sum of money from the permanent fund of the University, for the Library?—I do not know.

Question 207. Do you now approve of that appropriation, or do you regard it as a wasteful expenditure?—I have stated my opinion. I thought it was too large an expenditure.

Question 208. Do you charge the Gentlemen whom you style the "Family Compact," with having improperly increased the number of Chairs in University College?—I said nothing about that. I raised the question of the Surplus Fund in the Senate, as early as 1854, and this shows what must have been my views with regard to this matter.

Question 209. How was it in regard to the extravagant Salaries of which you complain: did you protest against them? Did you at any time propose their reduction? Were they increased by the Senate while you were a Member of it, and did you oppose the increase?—I was not present at any discussion about Salaries, and did not know what they were. I doubt if they were fixed by Statute at all. The Salaries of the Officers of Upper Canada College were fixed by Statute.

Question 210. Is it true that you yourself proposed and carried in the University Senate an Address to the Governor in Council, praying His Excellency to increase the Salaries of the Professors of University College, " as a just compensation for their able services," and that in consequence of that Address the Salaries of the said Professors were raised to their present rate?—I have no recollection of that; but I thought they should be better paid than they were at that time. I have understood since that there have been arrangements for a retrospective and periodical increase. Of that I know nothing. I have made no objection to the amount paid to any Professors. No part of the policy which I have advocated tends to prevent University College from being properly maintained; nor its Professors from having a good remuneration for their services.

Question 211. Was the prospective increase of which you speak, the result of the Address you yourself moved in the Senate?—I do not know.

Question 212. Are the Committee to understand, then, that you make no objections to the Salaries now paid to the Professors and Officers of the University, University College or Upper Canada College?—I do not say that. I never objected to a proper remuneration for their services. Remuneration should depend on the service rendered. If a Professor only lectures for a couple of hours a day on subjects with which he has been familiar for years, I do not concieve that he is entitled to £750 or £1,000 a year.

Question 213. Will you please point out any Salaries of which you complain as extravagant?—I do not complain of any, though my impression is that some are largely paid.

Question 214. Is it true that it was on your motion in the Senate, that the Salary of the President of University College was raised to its present high amount of $4,000 per annum?—Certainly not, so far as I recollect. I do not remember his Salary ever being before the Senate. My reason for thinking it was not, is that about that time the Government determined to raise the salary of the Superintendent of Education, and I have understood since, that the salary of the President of University College was raised to £1,000 per annum. I concluded that the raising of the Salary of the Superintendent of Education had something to do with the increase of the salary of the President of University College.

The Honourable Malcolm Cameron having here left the room, Mr. Adam Wilson became the Chairman of the Committee.

Question 215. Did you on the 10th December, 1856, move, seconded by the Reverend Doctor Lillie, in the Senate, the following Resolution; videlicet:—"That, in reference to the Memorial of the Reverend Doctor McCaul, President, and Professor of University College, referred by command of His Excellency for the report of the Senate thereon, this Senate is of opinion that Doctor McCaul is justly entitled to a Salary, at least equal to the amount of the emoluments he formerly enjoyed. The Senate avails itself of this occasion to submit to the consideration of His Excellency in Council whether some addition should not also be made to the Salaries of the other Professors of University College, as a just compensation for their able services, and in consequence of the unprecedented dearness of living; and that the Registrar be requested to submit a copy of this Resolution for His Excellency's information?"—Now that the Resolution has been read, I have some recollection of it. It expresses my opinions at the time, and those which, if present, I should have advocated, because I am opposed to lowering salaries after they are once fixed.

Question 216. You have referred reproachfully to the Vice Chancellor as "a salaried officer of the University;" is it true that, it was on your motion, seconded by Doctor S. S. Nelles, that a salary was for the first time granted to the Vice Chancellor, and that Salary the very sum that is now paid?—To the best of my recollection. I either moved, or advocated it. Doctor McCaul had just then rendered important services in forming the Curriculum, which was adopted in 1854, and which I approved.

Question 217. Is it true that it was on your motion, as a Member of the Senate, that the Statute was introduced increasing the Salary of the Registrar of the University to its present amount?—I have no recollection of that.

Question 218. Is it true that you introduced the Statute in the Senate, that granted an increase of Salary to the Porter and Messenger in the Bursar's Office?—I do not recollect.

Question 219. Is it true that you seconded the Motion in the Senate, by which the Salary of the Principal of Upper Canada College was raised to its present high rate of $2,400 a year, with a free house, a certain portion of the Tuition Fees and $8 per annum for each Pupil resident in the Institution?—Yes, I wish to state the circumstances that gave occasion to the making of that Statute. It was a Communication from the Governor General, containing the Letters of distinguished Members of the English Universities, respecting the procuring of an eminent Member of one of those Universities as the Principal, who objected to the low salary. After the Statute had been passed, however, one of the Masters of Upper Canada College was promoted to the post, instead of the Gentlemen who it was proposed to get from England. I think no Member of the Senate would have concurred in that vote, except under the idea of getting a distinguished Gentleman from England.

Question 220. You say that, in your opinion, not one of the Members of the Senate would have occurred in the Statute increasing the said Salary had they known that one of the Masters of Upper Canada College would be appointed to the post,—do you include the Family compaçt?—I think the Members of the Senate would not have done so.

Question 221. When Mr. Stennett was appointed did you take any steps to repeal the Statute and reduce the Salary?—Certainly not.

Question 222. Is it true that you seconded the Motion for the adoption of a Statute increasing the Salaries of the Servants of Upper Canada College?—I may have done so.

Question 223. Is it true that every one of these additions to the Expenditure was proposed by you and carried in the Senate, prior to the appointment of the Gentlemen you have assailed as responsible for them?—It will be seen, that in my remarks I have made no reference to the Salaries of the Officers of Upper Canada College; but only to the large expenditure made in connection with that Institution. I did not think the Servants of that Institution sufficiently paid.

Question 224. Is it true that after the Reverend George Maynard's removal from his situation as Teacher in Upper Canada on the ground of grossly improper conduct, you, as a Member of the Senate, advocated the granting of a pensien for life to that individual of $600 a year, after he had received a gratuity of over $1,300, when defeated by the Gentlemen you have styled the "Family Compact;" did you continue to urge the matter on the attention of the Senate; and did you at last succeed in burdening the Institution with a pension of $300 during the life of Mr. Maynard?—The Minutes will show who moved and who voted for it. Mr. Maynard was removed after an investigation by a Committee. There were about forty Meetings and about ninety Witnesses, and the report was that both Mr. Barron and Mr. Maynard should receive the same consideration. Mr. Barron resigned and received £250 per annum for a Pension. Mr. Maynard was dismissed without any pension. The report of the Senate, however, applied to both, and stated that one was as blamable as the other. I thought it unjust that one should have £250 a year and the other be put off with a small gratuity. The report stated that the compensation to Messieurs Barron and Maynard ought to be in the form of an annuity.

Question 225. In addition to voting on all occasions for the pensions to Mr. Maynard, did you, after the Senate had rejected the motion for a pension, write a special letter in Mr. Maynard's favour, urging a reconsideration of the matter, and did you obtain such reconsideration with the result you desired?—I either wrote such note, or signed one written and signed by Doctor Willis.

Question 226. Did you not also write a separate Letter addressed to Mr. Maynard?—Yes. I did all I could to get a pension for Mr. Maynard, on the grounds I have stated. He was Master of Upper Canada College for twenty years, and he had received the highest testimonials as to his efficiency and industry up to the time when the difference occurred between him and Mr. Barron.

Question 227. Is it true that you aided as a Member of the Senate, in procuring a life pension of $1,000 a year to Mr. Barron, when that Gentleman was declared incompetent for the duties of the situation he held as Principal of Upper Canada College?—I do not recollect. But I understood that Mr. Barron resigned, owing to strong language addressed to him by Mr. W. H. Blake, with an agreement, however, that Mr. Blake should try to obtain for him a pension of £250 per annum. I seconded Mr. Blake's endeavours.

Question 228. You spoke of your having attended forty Meetings of the Senate, in regard to those pensions to Messrs. Maynard and Barron—were these Meetings at the time you ceased to attend the sittings of the Senate?—I did not attend forty Meetings in connection with the pensions. They were in connection with the disputes.

Question 229. The Senate has been assailed for a misuse of the Funds of the University, in attaching the Toronto Observatory to the Institution, and for the extravagant management of that Establishment; is it true that you yourself seconded the Address to the Governor General, on which the said Observatory was attached to the University, and which entailed on the University the existing burden on its funds?—I was in favour of its being connected with the Observatory, as it is now. It was proposed that Government should allow so much a year. I submitted to the Government a plan for placing the whole control of the Education of the Province in the hands of the Provincial University.

Question 230. Was not this Address, which fastened the expense of the Toronto Observatory on the University, carried by you in the Senate, in May, 1855, nearly two years before the Gentlemen you style "the Family Compact" became Members of the Senate?—I am not responsible for any expenditure the Government may have thrown upon the Senate. No one could believe that the appointment of the Keeper of the Observatory would entail such an expense as now exists. I think it was proposed in the Senate that a certain portion of the expenditure should fall on the Senate.

Question 231. Was the Motion that you carried in the Senate, "That the Senate would gladly co-operate with the Government in carrying out the plan for the organization of the Observatory, which has been approved by the Governor General, and will accordingly pass the necessary Statutes for the establishment of Scholarships, as proposed in the above-mentioned Communication, and will contribute to the establishment of the amount of the stipends of the Scholars, in addition to one-third of the Salary of the Director of the Observatory, and of the Professor of Meteorology. They would suggest to His Excellency that, as it is highly desirable that there should be an effective supervision of the Observatory by a body directly interested in the efficiency of the Institution, and so circumstanced as to insure immediate action, the control of the Establishment should be vested in the Senate?"—I may have moved that Statute: I at least supported it. I wished the Observations made at the Grammar Schools to be connected with the operations of the Observatory.

Question 232. Please answer my question Number 230. Was the Motion I read, carried by you in the Senate in May, 1855, nearly two years before the Gentlemen you style the Family Compact became Members of the Senate?—I have referred in my Statement to no expenditure respecting the Observatory. I did not originate the plan, though I may have moved it.

Question 223. Do you believe it was before the appointment of the Family Compact to the University Senate?—I do not know. I do not think they had anything to do with it, because it is a Provincial Institution, not connected with University College.

Question 234. You have assailed in unmeasured terms the system of Options established by the University; is it true that as a Member of the Senate you seconded the adoption of the Statute which established the very System of Options now existing?—That is not the system now existing. I assented to the Statute passed on that subject, in 1854.

Question 235. Did not those Statutes of 1854 essentially establish the System of Options now existing?—They established Options; but not to the extent of the present system. The principle exists in all Universities.

Question 236. To what extent have the Options then established been since altered?—The Documents will show.

Question 237. Did those Statutes of 1854, not establish an Option between Classics and Modern Languages, and between Mathematics and Natural Sciences, which you specially report in your evidence?—Not at the period that the latter does; the Matriculation Examination in 1854, was a year in advance of that in 1857, and I always admitted that Options might be allowed at the end of the second year.

Question 238. Wherein do you charge the "Family Compact" with extravagance, as regards Examiners? You have objected to the Professors examining their own Students; but suppose other parties were to do the work, could the number of Examiners be fewer, or the remuneration less?—I object to the principle of appointing Professors of the College as Examiners, and of these Professors being paid to examine their own Students. When Officers of a College examine their own Students, I think it is part of their regular duty.

Question 239. Then you do not think the Sums now paid for Examiners, extravagant?—Not if they are paid to others than the Professors of the College.

Question 240. Is it true, that as a Member of the Senate, you seconded the Statute establishing the Examinations, now existing?—I may have agreed to the Statute relative to Examinations; but not to Professors examining their own Students.

Question 241. You have referred to the extravagance of the University, in regard to Stationery and Incidentals, what is the total sum paid annually under these heads, and to what extent could retrenchment be applied?—I referred to the increase under each of these heads.

Question 242. Did you at any time, as a Member of the Senate, endeavour to stop the increase of expenditure by the Senate, for Stationary and Incidentals?—I had nothing to do with that. It was an affair of that College, of which I am not a Member.

Question 243.—You have charged the Gentlemen you have styled the "Family Compact" with extravagance in regard to Scholarships in the University,—is it the number of the Scholarships, or the amount of them, of which you complain?—It is both.

Question 244.—How many Scholarships do you think there should be in the University, and of what amount each?—I am not prepared to answer: I agree with Doctor Cook on that subject.

Question 245.—Is it true that three years before the Gentlemen you style the "Family Compact" were Members of the University Senate, you, as a Member of the said Senate, seconded a series of Resolutions establishing sixty scholarships at an annual cost of $7,200?—I opposed that.

Question 246.—Did you on the 18th March, 1854, second the following Resolutions:

"1st. That there should be fifteen Scholarships open to competition at the Matriculation of each of the three succeeding Annual Examinations in Arts, each to be held for one year?

"2nd. At the Matriculation ten Scholarships should be appropriated to those who held the highest places in general classes, and five to those Students who have most distinguished themselves on the following special subjects, videlicet: Two for Mathematics, two for Classics, and one for Modern Languages.

"3rd. At the first year's Examination seven Scholarships shall be appropriated to those who hold the highest places in the general classes and eight in the following subjects, videlicet: two in Classics, two in Natural Sciences, and two in Modern Languages.

"4th. At the two following Annual Examinations five Scholarships shall be appropriated to the highest in the general classes, and ten to those who have most distinguished themselves, etcetera.

I cannot recollect. I know the subject of such Scholarships was discussed.

Question 247.—Were these Resolutions referred to a Committee of yourself, Doctor Willis, Doctor Taylor, and Mr. Barron?—It is possible; I do not recollect.

Question 248.—Is it true that three years before the Gentlemen you style the "Family Compact" became Members of the Senate, you were one of a Committee of two, to whom was referred the preparation of Draft Statutes on the subjects of Prizes, Scholarships, Degrees and Certificates of Honour in the Faculty of Arts? Did you report in favour of establishing Scholarships alone, involving an annual expenditure of $12,000,—and did you second the Motion made in the Senate for the adoption of your Report?—I do not know.

Question 249.—Is it true that after the introduction into the Senate of the Gentlemen you have styled the "Family Compact" the Scholarships were reduced to thirty-seven, and the annual amount of them to $4,400?—I do not know.

Question 250.—Is it true that only three weeks after this reduction on the number and amount of the Scholarships you proposed to the Senate the establishment of ten additional Scholarships of $200 each—or in all $2,000 per annum?—Yes; but the question is imperfectly stated. I proposed what you speak of in connection with the Masterships of Grammar Schools, and I put in the Letter addressed by me to the Senate, through the Chancellor, to show the kind of Scholarships I advocated,—which Letter is as follows:—

SIR,—I take the liberty of submitting through you, to the favourable consideration of the Senate, the following suggestions for the establishment of the Exhibitions in University College for Masterships of Grammar Schools; each to be of the value of £50, and tenable for one year only.

Each Exhibition to be bestowed upon the following conditions:

1. The Exhibitioner must have taught a Common School in Upper Canada;
2. He must have attended the Provincial Normal School at least one Session;
3. He must have been recommended by the Council of Public Instruction;
4. He must engage to teach a Grammar School in Upper Canada for at least three, or four, years; and provide security for the fulfilment of this promise, or refund the amount of his Exhibition with interest.

One of the most pressing wants of the Grammar Schools, is that of duly qualified Masters. Several of the Schools are now closed, on that account,—the Boards of Trustees being unable to procure Masters qualified according to law. In some of them the Masters now employed would not be eligible, had they not been engaged before the passing of the present Grammar School Act,...by the provisions of which the standard of qualifications for Masterships of Grammar Schools has been raised, and the appropriate duties of those Schools strictly defined. Several Masters of respectable attainments in Classics and Mathematics have little knowledge of the English branches required to be taught, and no experience in school teaching and management.

The object of the foregoing suggestions is to provide each year at least ten Grammar School Masters, who will have given proof of their talents and merits, and who will have had practical experience in teaching, as also a thorough training in all the branches to be taught in the Grammar Schools.

In our present Normal and Model Schools, and in our proposed Model Grammar School, the Exhibitioners would receive a thorough preparatory training, both as Student and Teacher in all the subjects in which Candidates are examined for Matriculation into the University.

With this preparation one year's attendance at University College, where, in addition to the able corps of Professors, so many advantages are enjoyed by Students in the excellent Apparatus provided, and in the valuable collections of the Museum and Library,—would admirably qualify the Exhibitioners for the Masterships of Grammar Schools. In some instances they would doubtless persevere until they obtained a Degree.

One Master, thus trained, would render as much service in a Grammar School in one year as an ordinary Master would in two. A small annual sum thus expended, would, in my opinion, soon stamp a new character upon the Grammar Schools and confer immense advantages upon the Country. We would thus provide a Normal training for the Masters of Grammar Schools, as we now do for the Teachers of Common Schools, and we would also open a path of advancement and reward to intelligent and enterprising young Teachers of Common Schools, among whom I have found persons of fine talents. From my knowledge of the character, attainments and aspirations of young men who have attended the Normal School, I have no doubt that all Exhibitions proposed to be established would be filled in the course of two years, if not before.

I have proposed to connect these Exhibitions with University College, because the efficient staff of Professors in that College and its great facilities for instruction, are supported and provided out of a branch of the public revenue; and the Country may, therefore, be considered as having a legitimate claim upon it for such a service.

Nevertheless, I would not propose imposing this duty upon University College without the formal consent of the Council, which I have no doubt will be cordially given.

TORONTO, 23rd of March, 1857. EGERTON RYERSON.

(*Note.* This proposal of Doctor Ryerson's was not agreed to by the Senate.*)

Question 251.—During the period you refer to, has not your own Salary been increased from $1,840 per annum in 1850 to $4,000 per annum in 1860, besides casual advantages?—I have no advantages beyond my Salary, which was increased by law; the Government having no discretion, as the School Act specifies, that my Salary shall be the same as that of the Superintendent of Education for Lower Canada; but there is no specified sum mentioned in the Act. When the Salary of the Superintendent in Lower Canada was increased, mine was increased also by mere operation of the law.

Question 252.—You have not yet answered my question. Please to do so?—I think I received £500 per annum in 1850, and that was the same Salary as was received by the Superintendent of Education in Lower Canada. It is now £1,000 per annum; that being the salary at present fixed for Lower Canada.

Question 253.—Does not a mere Clerk in the Common School Office at present receive a higher salary than any Professor in University College except Doctor McCaul?—The Deputy-Superintendent in my Office is not a common Clerk. He receives £550 a year. He is justly entitled to the same Salary as the Deputies in other Departments of the Government; but he does not, up to the present time receive as much as they. I have represented this to be the Government.†

Question 254.—Has the Government rejected your application made in his behalf?—I have received no answer yet.

Question 255.—Does Mr. Hodgins receive any "casual advantages" besides this salary?—Not that I am aware of.

Question 256.—Does he not receive a sum for some special services?—He does.

Question 257.—How much, and for what what?—£50 per annum for assisting to edit the Journal of Education for Upper Canada.

Question 258.—Anything more?—Not that I am aware of.‡

Question 259.—Is it true that there has been enmity between you and the Professors of University College, for a long time past?—I bear no enmity. We have ever been on terms of personal friendship, so far as I know.

Question 260.—[By Honourable William Cayley.] What addition to his emoluments would Mr. Hodgins receive, if your application in his favour is complied with?—Fifty pounds per annum. I maintain that the Clerks in the Education Office should be put on the same footing as those in other Public Offices. My application is not confined to the case of Mr. Hodgins.

Question 261.—[By Honourable Mr. George Brown.] Are you a Graduate of any University, or were you at any time a Student at any University?—I graduated in the Grammar Schools of the Country and taught a Grammar School for two years, before I was twenty years of age. I never was a Student at any University, but I have both studied and taught many of the branches commonly taught in University Education.

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*The Senate, as will be seen by Mr. Vice-Chancellor Langton's Evidence in this Chapter; refused to act upon the suggestion in this Letter, and so the scheme fell to the ground.

†Of this Salary of £550 per annum, £50 of it was a "Good Service Allowance," granted to Mr. Hodgins by Order-in-Council in 1857, for his "long and laborious services, connected with the establishment of a New Department." It was discontinued by the Government in 1889, but restored to him in 1906.

‡Not having been able, from these Replies to his Questions, to obtain such informatiion as he desired, the Honourable George Brown gave notice in the House of Assembly, on the 3rd of May, 1860, "that the University Committee now sitting, may be authorized to inquire into and report to the House, upon the working of the Education Department of Upper Canada." He, however, never brought his "Notice of Motion" before the House of Assembly for its adoption. In a subsequent part of this History I shall insert Doctor Ryerson's remarks upon this abortive "Notice of Motion" of Mr. Brown.

Question 262.—From what Institution did you receive your Degree of Doctor of Divinity, and had you previously any personal connection with the Institution from which you received it?—Certainly not! The Degree was offered me without my knowledge.

Question 263.—Is it true that you have sought to have Toronto University brought under your control as a branch of your Department, and that the educated men of the University have indignantly scouted your interference in Classical and Scientific Education, as totally beyond your sphere?—Certainly not; and if my recommendations to the Government are brought forward, it will be found that I tried to lessen the degree of authority which I may have. The insinuation is without foundation, and the very reverse of the truth.

Question 264.—Notwithstanding all you have said to the disparagement of the Institution, is it not the fact, that University College has an able and efficient staff of Professors, and do not the Students attending it enjoy great advantage from the excellent Apparatus, Library and Museum?—Yes! I entertain a high opinion of the Professors at that Institution, and I have always so expressed myself.*

Question 265.—[By the Chairman.] Have you anything which you desire to add? —I desire to add to my answers that I have never had the slightest enmity towards the University College. I have always advocated its efficient support, and the liberal remuneration of its Officers. My objection has been to the exclusion of all other Colleges from associating on equal terms, in connection with the Provincial University, and to the assumption that the University College is the sole Collegiate Instructor in the Country.

I also wish to add the following extracts from the Cambridge University Calendar, in reference to the constitution of the University; the number and relations of its Colleges; the payment of its Professors; and the nature and extent of its Endowments.

The University of Cambridge is a Society of Students in all and every of the liberal Arts and Sciences, incorporated, (13th Victoria, Chapter 29,) by the name of "the Chancellor, Masters, and Scholars of the University of Cambridge." This Commonwealth is a union of seventeen Colleges, or Societies, devoted to the study of learning and knowledge and for the better service of the Church and State. All these Colleges, or Halls, have been formed since the beginning of the reign of King Edward. the First, and are maintained by the Endowment of their several Founders and Benefactors. Each College is a Body Corporate, bound by its own Statutes; but it is likewise controlled by the paramount laws of the University. The Professors are paid from various sources; many of them have ancient stipends, which were considerable at the period at which they were fixed, but which have become inadequate from the diminished value of money; to some Professorships Foundation Estates are attached, and to the Regius and Lady Margaret's Professorships of Divinity the impropriate Rectories of Somesham and Terrington, the others are paid by stipends from the Privy Purse, or by the Government, one of them receiving £400, another £200, and the rest £100 per annum.

"The annual Income of the University arises from various sources; of which the following are the principal:—

"The Rectory of Burwell and a farm at Barton, producing about £1,000 per annum.

"The produce of fees at Matriculation for Degrees, cautions for certain Academical exercises for Degrees, and other irregular sources of Income not easily enumerated, the gross amount of which is very variable, but does not average more than £2,000 per annum.

"The trading profits of the Pitt (University) Press, which have as yet seldom been very considerable.

"In the statement of the ordinary Income and Expenditure of the University, no account has been taken of the amount of the fees paid to the Bedells, Proctors, Moderators, Pro-proctors, their Servants, the Registrary amounting to about £2,400 per annum, by which these Officers are entirely paid; nor of the Library tax (of 6s. per annum upon every Member of the University,) which is appropriated entirely to the purchase of Books for the Public Library; nor of various trust funds, appropriated to specific objects, over the distribution of which the University possesses no control.

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*See the expression of commendation of the Professors of the University of Toronto in Doctor Ryerson's Letter to the Chancelllor, quoted on page 147 of this Chapter.

"The whole of the funds of the University are managed by the Vice Chancellor, or the specific Trustees, and the accounts are examined annually by those Auditors who are appointed annually by the Senate."

The Reverend Doctor S. S. Nelles, examined by the Chairman.

Question 266. Have you anything to say respecting the evidence of Doctor Ryerson, which you have heard this morning?—I have a distinct recollection of objecting to some of the items of Expenditure proposed at some of the earlier Meetings of the Senate in 1854, and of calling the attention of the Senate to the 54th Section of the Act, which we considered was intended to provide a Surplus Fund for assistance to other Academical Institutions, I was met by the reply that that was not the view taken by the Members of the Senate, particularly those who opposed me. It is my opinion that a much larger sum was proposed for the establishment of Scholarships than that finally adopted, and I think the amount, so adopted, was proposed as an amendment, and was a considerable reduction on the original report. It is possible that Doctor Ryerson and myself fell in with the second, or amended, proposition, as with the measure most in harmony with our views which we could carry.

Question 267 submitted by Mr. Langton, put by the Chairman. Do you recollect any altercation between Messieurs Langton and Ryerson that could give rise to the determination of the latter to cease to attend the Senate?—I recollect on one occasion a marked difference of opinion, but cannot recollect the conversation referred to. I think the one I refer to was with respect to the Curriculum. I have rarely attended Meetings of the Senate since 1854, the period of the organization made under the new Act of 1853. It has been impracticable, because the travelling expenses are not paid by the University, and have to be drawn from the funds of the Denominational College at Cobourg, which was besides too distant for me to spare the time to go thence to Toronto.

The Reverend William H. Poole was then examined by the Chairman.

Question 268. Do you desire to submit a Statement to the Committee?—Yes, I wish to make the following Statement:—

In giving evidence in behalf of the Memorial of the Wesleyan Conference, I beg to remark, in the first place, that, when I received your summons, I hoped that it would have been possible for you to have heard my Statements before Easter, thereby rendering if unnecessary for me to incur the expense and loss of time in returning.

As the financial aspects of the question, were, in part, presented before my arrival, there are only two, or three, additional points to which I wish particularly to direct the attention of the Committee.

I notice in the Bursar's Statement for 1856, that he received Fees from Upper Canada College to the amount of $4,380, which was only half the Fees for that year; the other half being divided among the Teachers. The Bursar reports that he receives no Fees from University College. In that College Calendar for 1858-9, there are reported 191 Students, including those of all grades, now at £8 tuition Fee, (about an average charge in other Colleges), there would be an income of $6,112, which according to the 49th Section of the University Act of 1853, should be paid into the "General Fund," and should be deemed "Income Fund," to use the words of the Act. This amount of legitimate Income for the six years would, make a handsome addition to the Surplus Fund. It may be replied, that, by the Statute of University College, no Fees are required from Under-graduates. Admitting this, there is yet a large amount received from the Students, and Occasional Students, of which there is no account, and of which the Income Fund is unlawfully deprived.

This is a double wrong done to the Denominational Colleges: *first*, in that, while University College is supported wholly from the Endowment, the inducement of free tuition is offered to lure the Students of other Colleges; *seconlly*, that the "Income Fund." and consequently the "Surplus Fund," is also by this means largely diminished.

It seems unjust that University College should be allowed to take from the Endowment that portion of Income which by law ought to arise from Tuition Fees, and that thus it should virtually deprive the other Academical Institutions of that share of the Surplus Fund to which, by law, they are entitled.

In other words, University College by collecting no Fees from her Students as income, really collects the same amount from the Denominational Colleges.

I find in the Report of 1859, a large amount spent in erecting, furnishing, and maintaining the Boarding Hall department connected with that College; although, judging from the small number boarding there, it can never half sustain itself. Here a great wrong is done to the claimants of the Surplus Fund, by diminishing that Fund in order to furnish board and lodging at less than cost.

I submit to this Committee that the Income Fund should not furnish Tuition, Board and Lodging for those Students who prefer receiving their education in a secular school, unless the same fund can deal as liberally with those Students who conscientiously prefer receiving the same education under proper Religious influence.

I also remark that, in the Report of 1859 it is stated that the Classical Tutor in University College receives a Salary of $1,000, from which statement we might suppose that he was employed teaching the Students who had matriculated in that College, whereas it appears from the Calendar of University College that he is engaged five days in the week instructing the Students of those Theological Schools, and others who are on their way to Matriculation. He is, therefore, doing work belonging to the Grammar School, or preparatory department, although paid out of the Funds of the University.

Another source of extravagance may be seen in the number of Persons employed in connection with that Establishment. Including the Reverend President, there are eleven Professors, and one Tutor, the Vice Chancellor, the Bursar and his five Assistants, the Librarian and two Registrars, one for the University and another for the College, the Bedel, acting Bedel, Steward, Messenger, Porter, Bellringer, Labourers, Woodcutters, and other general Servants, the Dean of Residence and seven Servants employed about the Premises. There are seven persons connected with the Observatory, and in addition to all these, an attendant Servant is provided to wait on each of the following Professors, videlicet: Professors of Natural History, Professors of Natural Philosophy, and Professors of Chemistry, these latter Servants being required only thirty weeks in the year, although receiving a full year's Salary. Here are 45 Persons regularly salaried, besides others occasionally employed,—the Salaries varying from $4,000 a year. If we include the Twenty-nine Examiners, we have more paid Officers connected with the Establishment than Undergraduates admitted to its Halls.

Attention was drawn by another Witness to the fact that of thirty-seven Students, thirty-five of them won Scholarships. I beg to draw the attention of the Committee to another fact, that, in 1855, there were $3,200 given for Scholarships, while in 1859 the Scholarships given amounted to $6,013.—[See Bursar's Statement.]

A minute Examination of the University College Calendar will show that one Student, during his course in College, bore off some fifty Honours, including Scholarships, Prizes, etcetera. Such a system of bestowing Honours, in the estimation of Honour Men from Oxford, or Cambridge, would, instead of reflecting honour on the Alumnus, reflect dishonour on the Alma Mater.

In 1856, there was only one Student in Medicine, and yet the sum of $560 Examiners fees is reported as paid that year to the Medical Examiners. It is also well known that there is no School of Medicine in connexion with University College, yet the Bursar reports that in 1856, $90 was paid for Insurance on the Medical School.

In 1859, it was thought very desirable to have Photographs of certain distinguished Students of University College, and accordingly they were taken, and paid for out of the Income Fund. There are several other such items, which, although small in themselves, serve to show the free and unwarrantable use that is made of the public money.

April 17th, 1860. The Reverend Doctor S. S. Nelles was again called, and examined by the Chairman.

Question 269. Do you think it desirable that yourself and Doctor Stinson should continue your attendance before this Committee?—I think it desirable that Doctor Stinson, as President of Conference, should remain to watch the proceedings. Upon what terms he should do so, it will be for the Committee to say. We want nothing but what is usual.

April 18th, 1860. Mr. David Buchan, Bursar of the University and Colleges at Toronto, appeared, and read his replies to the questions given him on Friday last, as follows:—

To Questions 155, 156, and 157. The Expenditure for 1857, as per Account submitted to Parliament, was	£15,357	19	4
That for 1854	10,291	11	7
Increase	£ 5,066	7	9

This increase was caused partly by new Appointments and Salaries, partly by additions to Salaries, under Order-in-Council, proceeding either on the Petition of parties interested, or on the Act of Parliament authorizing a per centage increase on Public Salaries,—partly by increase in Scholarships and Examiners Fees, and partly, in the year 1857, in particular, by an allowance made to myself by Order-in-Council, as Chairman of the Board of Endowment: the arrears on which were charged to that year There were also an extra expenditure for that year, on account of the Observatory, of £1,255 0s. 0d.; nearly all of which was for building the Observers' Cottages.

These items will account for the difference, or nearly so.

Answer to 158. This was merely a temporary transfer of £1,500 from University Accounts to Upper Canada College Accounts, with the Bank of Upper Canada.

An Order-in-Council, or approved Statutes of the Senate had been passed, authorizing the erection of an Office, on the Upper Canada College Grounds, for the accommodation of the Bursar. Of course this had to be done with Upper Canada College money, and as there was not then a sufficient amount of cash on hand, a transfer was made of the amount specified, from one account to another, until the College cash should accumulate. Whenever the necessary amount was realized, and it was needed for University purposes, it was re-transferred: but in the meantime, I had to charge it to some particular account in my books, and the Surplus Income one was selected. I did not conceive that I required any superior authority to make this arrangement, because at any moment I could replace the amounts by overdrawing on Upper Canada College accounts; and I did not charge interest, because, being used for building purposes for the accommodation of an Office in which all the Funds were interested, I felt that it would not be fair to charge interest to the College, whilst it derived no Income from the Building. Any saving effected on Joint Management Account would, as a matter of course, tend to the production of Surplus Income; and, therefore, that account was as much interested, if not more so, than any other.

Answer to 159 and 160. I cannot answer Question 159 without reference to the Bank Account in the Ledger.

But I can state that the Bank allows interest at the rate of three per cent. per annum on the floating balance, at the credit of each Institution. The amounts due are credited every six months, and are embraced in my Quarterly and Annual Returns submitted to the Auditor for the Province.

Answer to 161. The expense for Stationery for the Bursar's Office was, in 1854, £77 15s. 10d. In 1855, £56 5s. 5d.

For the University and University College in 1854, £249 4s. 6d. In 1855, £282 6. 8d. But I believe these sums include the Prizes for University College.

Answer to 162. Between 1853 and 1856, the Expenditure for Bsildings was quite trifling and incidental only. Since then the expenditure on the new Building down to

31st March last, was	$297,754 87
For building the new Residences for the Directors of the Observatory, I paid	4,248 17
And for Cottages for the Observers	4,762 18
Answer to 163. In last year only were any Fees paid into the Office, when I received for Matriculation Fees	216 00
For fee for Degree *ad eundem*	10 00
	$226 00

Answer to 164. The provision in Section 49 of the University Act of 1853 is incorrectly stated in this Question. It is not enacted that all Fees shall form part of the Income Fund, but that "such part thereof as shall be payable into the General Funds thereof shall," along with other items named, "be deemed Income." The amount received by me is stated in answer to 163.

Answer to 165. The first part of this Question would require a minute calculation for each of between 700 and 800 Accounts, and would take some time to complete. I may state, however, in general terms, that if my memory does not deceive me, there was, about the middle of 1858, an arrear due from all sources of Income, of from a half, to two-thirds, of a year's Income. Perhaps I may be pardoned for stating in this connection, that when I was appointed Chairman of the Board of Endowment in June, 1851, the arrears of interest on purchase money of University Lands alone, were about £12,000; and the arrears of rent of leased lots were, as returned to me, about £18,000; but a very considerable part of this rent was irrecoverable, and a large portion had to be merged in purchase money, when the lots were sold. Other sources of Income were in a similar position. The Hamilton Property, for example, was about a year and a half in arrears for rent.

The remainder of the Question will be answered with 167.

Answer to 166. None.

Answer to 167. Since the passing of the present University Act of 1853 all investments have been made in Provincial, or Municipal loan fund, Debentures under special order of His Excellency the Governor-in-Council, and through the Receiver General. The only exception is the advance of £15,000, made in the Spring of 1855, for one year to the Buffalo, Brantford and Goderich Railway Company, under order of the Governor-in-Council; of which, by the way, I knew nothing until I received my instructions. The advance was made on the security of certain Bonds of the Company, hypothecated to the University, through the Government, and a Mortgage on the Rolling Stock of the Road. The loan was repaid, with all interest, and charges even to an unpaid postage, on 16th July, 1856.

The transfer of £1,500 from one account to another with the Bank, and in the Books of my Office, has been explained in Answer to Question 158.

Answer to 168. As the present University Act was passed in April, 1853, the Income and Expenditure of 1852, will furnish the best reply to this Question. I, therefore, telegraphed to my Book-keeper to send me the amounts in round numbers.

The reply is—Income received		$66,800
Income expended	$43,500	
Transferred to Investment Fund	23,300	
		$66,800

Answer to 169. No part of the Surplus Income Fund has been placed out at interest. Section 54 of the Act provides that Surplus Income "shall constitute a fund to be, from time to time, appropriated by Parliament for Academical Education in Upper Canada." I have regularly reported to Parliament, every year, the state of that Fund; but I have never received any instructions what to do with it, further than the general direction, by Order-in-Council, to lodge all cash with the Bank of Upper Canada, to the credit of the University. This is regularly done.

Answer to 170. I do not clearly comprehend what is asked for by this Question, but I will answer it far as I can.

The Income received, in 1853, was greater than the expenditure by...	£3,037	1	4
There was paid to the Faculties of Law and Medicine, as Salaries, or compensation	3,481	5	0
Incidentals for Medical School	139	1	10
To the Lying-in Hospital	65	0	0
These added together amount to	£6,722	8	2

which, (less the Medical School's share of the Fund for the year), would have been the Surplus Income for 1853, had nothing been paid on account of the Faculties of Law and Medicine, and had other Expenditure remained as in the account.

The remainder of the question I do not understand.

Answer to 171. The answer has been already given in my examination on Friday last.

Answer to 172. $27,691.95.

Answer to 173. At simple interest, the amount on the 31st of December last would have been $8,830 07.

Answer to 174. By Act of Parliament and approved by the Statute of the Senate I was authorized to lease to the City of Toronto, for 999 years, at a nominal rent, about 50 acres of the University Grounds, including the Avenues. The conditions were that the Corporation should lay out the Grounds as a Public Park, with the necessary Walks, Fence, plant and keep it in order. There is a provision for forfeiture, in case the conditions are not complied with.

Answer to 175. The University Park containing about 150 acres, and the Avenues are in reality University Property. The same year, (1853,) the present University Act was passed, another Law was enacted which authorized Government to take possession of any portion of the Park, not in actual use for University Purposes, on which to erect Parliament and other Public Buildings.

They took possession accordingly, including all the Buildings, and sent the University down to the Parliament Buildings on Front Street, and made preparations for the erection of the new Public Buildings contemplated at that time.

When Government removed to Toronto, five years ago, the University and University College were sent back to the old Medical Building, to which Government made a temporary addition for their accommodation, until the new University Buildings could be erected. All that part of the Park west of the Queen Street Avenue was returned to the University, about the time of the erection of the new University Building was determined on. The remainder, including the Stone Building, or East Wing, of the first contemplated University Building, and the greatest part of the Ground now leased to the City, with the Avenues remained in the possession of Government until I was authorized, by the Act of Parliament and Order-in-Council, to execute the Lease to the City. The portion of the Park East of the Avenue, not leased to the City, is still held by Government.

Answer to 176. The Account for 1859, laid before Parliament, shews that the amount received from sales of the original Endowment, up to the 31st of December of that year, was $957,359.83.

Answer to 177. Of the original Endowment about 24,000 acres.

Answer to 178. Scattered over the Province from the Eastern line to Sandwich. There have been three general valuations made. One just after the grant was made, or about the year 1828. Another, which is known as the 1840 valuation; and a third in 1852-3 and 4. The latter was made, partly by Mr. R. B. Denison of Toronto, and partly by the late Mr. John K. Roche, of Port Hope. The previous valuations were made before I had any connection with the Office. Occasionally, when further information is wanted, about a Lot, the best man who can be found to value it is selected, as near the Lot as possible.

Answer to 179. By the Statute of the Senate of the University of Toronto, while Mr. Baldwin's Act of 1849 was in operation, it was ordered that, for every Contract, a Fee of $2 should be charged. and for every Deed, including the Memorial, $3. Also for the examinatiin into, and registration of, each Transfer, $2. Of these Fees the Solicitor receives, under the same Statute, for examining the Instruments, $2 for each Contract, or Deed. The Instruments are prepared in the Office. When a Special Deed is required, it is prepared by the Solicitor, who makes his charge, and either receives it himself, or receives it through me.

Answer to 180. I scarcely know how to answer this Question. As these Fees are in the shape of receipts, they cannot form part of the Expenditure of the Office; but if the object of the question is to ascertain whether any part of these Fees goes into my pocket, I answer distinctly and emphatically, NO! The only pecuniary advantage I derive from my Office is my Salary, as determined by His Excellency the Governor General-in-Council, including the allowance paid to me as Chairman of the Board of Endowment, and distinctly stated in the Annual Account. All the Fees referred to in the query are credited to the Institution to whose Lands they relate, and when the Solicitor's Account comes in each is again debited with its share.

Answer to 181. The Return to Parliament for 1859, shews that, from the earliest date, up to the 31st of December last, the amount of Capital invested in Securities, Buildings, Library and otherwise, was $1,117,729.08, and the amount of Income expended from the commencement of King's College to same date, $882,927.77.

Answer to 182. On new Buildings up to 31st of March, $297,754.87.

Appropriated to the Museum $8,000,

Appropriated to the Library $20,000.

These two latter sums are up to the 31st of December last.

No part of the Permanent Fund has, since 1853, been expended on the Grounds.

Answer to 183. I presume the sum here stated ought to be hundreds, not thousands. The expenses of the Commission referred to, were paid by me, in compliance with the Order of His Excellency-in-Council, as stated in the Annual Account.

Answer to 184. I know nothing about it; except that they were not paid by me.

Answer to 185. The statement of the Expenditure given in the query is incorrect. The whole Expenditure of that year, chargeable to the Bursar's Office, was £2,640 12s. 4d, or $10,562.47; and, of that, there was charged to Upper Canada College in the Accounts of 1858, as its share of $1,790.90. The particulars of the Expenditure are given in the Account for the year; which I am told the Committee have ordered to be printed in detail.

I trust the Committee will pardon me for offering a few remarks in regard to the matter embraced in this Question. In reading the Evidence given by Doctor Ryerson, I perceive that he names the sum to which I object as the Office Expenses of that year, and I, therefore, infer that he is the originator of the mis-tatement. At any rate, he assumes it as his own, and contrasts the amount with that paid to the Bursar of Trinity College. I regret that he has done so; for even had he been at the pains to seek out the exact truths, he must know that the comparison even would be most unfair. I have lately had some Correspondence with him on this very subject, in consequence of the reflections on the management of the Endowment contained in his Letter to the Honourable Mr. Hincks, written in 1852, and published last year, when I endeavoured to correct the erroneous ideas he seemed to hold as to the work done in the Office. I can produce the Correspondence if necessary; and as the Statements he has made, must to some extent, effect me personally, I crave permission to quote three extracts from his Letter, the first two relating to my management of the Endowment, the third to the remuneration he conceived me to be entitled to. The extracts are as follows:—

1st. "Alluding to the latter, (actual management) he said, "I have no doubt the management of the present University Endowment is honest and judicious. In this I referred, of course, to the manner in which you have discharged the duties of your Office." * * * "By your Communications and references (to the Senate), I was most favourably impressed in regard to the judgment, economy, and zeal with which you were endeavoring to manage the Endowment," etcetera.

2nd. "In regard to the system of managing the Endowment, so far as your Office is concerned. since the Act of 1853, I have known nothing about it; but I have always understood that, as I had expected, it was managed with your well-known judgment and energy, and I certainly have no desire to interfere with it."

3rd. As to my remuneration, he says: "So far from thinking of your removal from office, I said to Members of the Government, when the University Bill was before Parliament in 1853, that your Salary ought to be at least £500, instead of £400, as provided in the Bill; but I was given to understand that Government proposed £400 in order to avoid opposition in the House."

Perhaps the Committee will also permit me to tender for their perusal a copy of a Letter addressed by me to the Honourable J. C. Morrison in 1856, as to the amount of work done in the Office and its cost.

"I trust you will pardon me for troubling you with this Communication; but hearing from you this morning, and being aware from other sources, that remarks had been made regarding the expense connected with this Office,—in which remarks it was, at least, inferred that I could materially control the Expenditure. I think it is but justice to myself to put you in possession of a few facts, in order that you may be able to judge whether, during the time I have been Bursar, that Expenditure has been very excessive,—even supposing I were entirely responsible for it.

"The amount of work done in 1854 and 1855, respectively did not vary very much, Although the expence of the Bursar's Office was greater in 1855 than in the preceding year, I shall take 1855 as the example.

"The amount of money received in the Office during that year, was a little short of £51,000. The expence of the Office was £2,091 12s. 6d., or about 4 per cent. on the Receipts.

"The amount of new sales effected in 1855, was a little over £58,000. The expense, taking the sales as the criterion was about 3,3-5th per cent.

"But nearly £100 of the expence was caused by the removal of the Office, which ought of course to be deducted,—in which case, the per centage on sales would be about 3 4-10ths per cent.

"The number of receipts given for money paid into the Office was,

For the University of Toronto	1,011
For the Upper Canada College	243
In all	1,254

"By far the greater proportion of these Receipts involve, at the time they are made out, calculations of interest, or rent, and the appropriation of the gross payment made by the party to the different items of purchase money and interest, Rent, Fees for Deeds, etcetera.

"The number of payments during 1855 was,—

For the University	739
For Upper Canada College	273
In all	1,012

most of them involving the preparation of Bank Cheques, and all of them an entry in the Requisition Book and a preparation of the Receipts, (now required in duplicate), as Vouchers.

"The number of Letters sent was about 2,100, besides Circulars with Contracts and Deeds, which are not copied, but merely entered in the Letter Book, in which the "Received" Letters are minuted. There were, as nearly as I can estimate, about 2,500 Letters and Circulars sent out, and as many received.

"I have already stated the amount of the sales; the number of the sales in 1855, was—

For the University of Toronto	177
For Upper Canada College	46
In all	223

"The number of new applications into which I had to examine during the year, for Deeds, Transfers and purchase, was 335, or thereabout; besides all the renewals of former applications of the same kind, to an extent I cannot estimate.

"In the year ending with the 1st of July, 1856, there were about 500 Contracts and Deeds prepared in the Office, each with its duplicate, or Memorial, and the registration in the office Books of Registry, involving three copies.

"Then, there is the preparation of the Quarterly and Annual, and occasional Returns, which involve a very great amount of trouble; besides having to keep all the Letters, Transfers, Deeds, etcetera, posted to the different Lots to which they relate.

"The extra Book-keeper, you are aware, was engaged by the late Board of Endowment to bring up the Commission Books, but such has been the pressure of business the last two years, that I have had to employ him to a very great extent with the ordinary Accounts. I expect to be able to do without him after the end of this year. Indeed he will leave then at any rate, of his own accord. He has told me so.

"Before closing, let me just suggest that, in criticising the Expenditure of an Office like this, it is hardly fair to say the Income is so much; and the Expenditure is so much; therefore, the cost of recovering that Income is excessive. The mere collection of the Income is, as I think I have shown, and as you otherwise know, but a very small proportion of the work. I and the Board of Endowment with me have had to make the Income to a great extent; and when it is considered that the Income of the Institutions taken together has been doubled in five years, and that in an Office, where I have not the choice of my own Clerks,—nor the fixing of their Salaries, I have managed so that the Expenditure is but about 3½ per cent. on one of the various classes of work which passes through the Office; I really cannot see where there is room for any fault being found with me. Of one thing I am sure,—and that is that, considering my position and responsibilities. I am the worst paid man in the Office; and I sincerely hope, that you will find it within the power of His Excellency-in-Council, to make my remuneration more commensurate to my situation.

"TORONTO, 26th of August, 1856. DAVID BUCHAN."

Answer to 186, 187 and 188. This Property was, by direction of the Government, exposed by Public Auction in the Spring of 1854, when it was sold to Mr. James Beaty of Toronto, who was the highest bidder, at the price of £11,215: one-fifth to be paid down, and the balance by eight equal yearly instalments, with interest, either quarterly, or half-yearly, I forget which, on the unpaid balance. The whole amount now unpaid is £3,000, with interest from a quite recent date, (a few weeks ago), Mr. Beaty having completed an arrangement by which he paid all but the £3,000, and got his Deed for the more northerly three of the six shops which he purchased.

Mr. Buchan was further Examined by the Chairman.

Question 270. In reference to your Answer to Question 164, what becomes of the remaining portion of the Fees?—I do not know.

Question 271. Can you give the Committee an approximate estimate of the whole amount that would be received for Fees?—I do not know, it does not come within my department.

Question 274. Please state the amount of Incidentals and Stationery for the Bursar's Office, and also for other purposes for the year 1857?—(Witness was allowed to write his answer and hand it into the Committee to-morrow.)

Question 275. Referring to your Accounts for 1857, as published in 1858, Number 2, is not the statement of Doctor Ryerson, as to the expenses of your Office and of Stationery, correct, so far as the amount is stated by him?—(Witness was allowed to write his Answer to this Question and hand it into the Committee to-morrow.)

The following Questions were submitted by the Honourable William Cayley to the Reverend Doctor Cook.—(To be answered to-morrow.)

Question 276. From the tenor of your Statement-in-chief, it is to be inferred that the present revenues of Queen's College do not enable the Authorities to undertake all they could wish to promote the objects of the Institution?

Question 277. What additional annual sum would enable you to place the College in the condition you desire?

Question 278. How would you distribute that additional sum?

Question 279. Can you name the additional Professors.

The following Questions were submitted by Honourable William Cayley to Reverend Doctor Stinson, to be answered to-morrow.

Question 280. From the tenor of your Statement-in-chief, it is to be inferred, that the present revenues of Victoria College do not enable the Authorities to undertake all they could wish to promote the objects of the Institution?

Question 281. What additional sum would enable you to place the College in the condition you desire?

Question 282. How would you distribute that additional sum?

April 19th, 1860. The Reverend Messieurs Whitaker and Ambery appeared, agreeable to the summons of the Committee.

Mr. Buchan appeared and handed in his replies, as follows, to Questions 274 and 275, submitted yesterday, and was further Examined.

Answer to 274. For the year 1857, the amount charged to the Bursar's Office was £379 12s. 4d. Of this, £82 7s. 10d. was for Stationery, £165 5s. for Rent of Office for a year and a quarter, and for Fuel about £50. For "other purposes" the amounts are as follows: Stationery, £598 10s. 14d., of which £429 14s. 11d. was charged to the University and £168 15s. 5d. to the University College. The Incidentals amounted to £867 16s. 11d., of which a very large amount was not chargeable to the educational department, as for example—commission paid to Mr. Roche on amount of sales of Port Hope Property, £108 11s. 6d.; compensation to Doctor King's Representatives, per Order-in-Council, £150; balance of commission expenses paid to Mr. O'Reilly, £89 10s. and for inspection of Lands, £20; Upper Canada College Incidentals for same year, £259 12s. 10d.; Stationery, £36 6s. 3d.

Answer to 275. On referring to Appendix Number 12, printed with the Journals of the Legislative Assembly, 21st Victoria, 1858, I find there an Account headed "Number 2, (Abstract), University of Toronto." The Bursar's Statement of "Receipts and Disbursements, on account of the Income Fund, for the year ending on the 31st of "December, 1857." This Abstract was not prepared in my Office. If I take the first item, "Bursar's Office," £2,261, and the second, "Incidental Expenses," which most people on, examining the Account, would suppose, referred to the Incidentals of the Office, £379 12s. 4d., I get a total of £2,640 12s. 4., which is the amount charged to the Office in my detailed Accounts submitted to Parliament. But if, in place of taking the second item, I overleap it and the six following ones, and arbitrarily select the ninth, which has nothing to do with the Office; by adding the first and the ninth together, I do obtain a sum corresponding to the $11,438 given in Question 185, and said in that Question to be "reported for 1857 as expended in the Bursar's Office."

Questions submitted by the Reverend William H. Poole, and put by the Chairman.

Question 283.—State the Income and Expenditure of the Boarding Hall Department of Upper Canada College for each year since 1853?—In the Accounts for 1853, 1854 and 1855, the Fees for Tuition and Board are intermingled so that I cannot give the Receipts for Board dues separately.

The Expenditure on account of the Resident School House, was, in 1853, £476 2 2, in 1854, £437 13 10, in 1855, £787 8.

In 1856, the Receipts on account of Board dues were.........	£659 2 6
In 1856, the Expenditure, as per account was..................	764 14 6
In 1857, the Receipts were	£732 15 0
In 1857, the Expenditure was	1,025 19 3
In 1858, the receipts were	$7,508 60
In 1858, the Expenditure was	8,477 35

But this Expenditure includes $1,159.85 laid out that year for Furniture and Fittings; so that the Expenditure of the year for the boarding of the boys was $7,317 50, or within the amount received.

In 1859, the Receipts for board dues were	$6,604 00
In 1859, the Expenditure was	6,536 00

Question 284. What amount has been expended in furnishing the Boarding Hall of University College?—According to my Account for 1859, I paid, up to the 31st of December of that year, furnishing, for outfit, etcetera, $5,676 86, but what portion of that belongs exclusively to the "Boarding Hall," as it is called in the Question, I cannot say.

Question 285. Did Mr. James Beaty pay for the Hamilton Property in cash; and if not, in what other way?—Mr. Beaty's payments have all been in cash.

Question 286. What is the Salary of the Chairman of the Board of Endowment, and how many meetings were there last year?—The Salary is £100 per annum. There have not been many Meetings.

Question 287. Were there more than two?—I cannot tell. I will not say there were.

Question 288 by Mr. John Simpson. Has the Chairman any other duties than attending those Meetings?—As Chairman of the Board of Endowment he has no other duties than attending these Meetings; but the Board is an advisory Body, ordered to be constituted by the Governor-in-Council. The Chairman, in connection with his Bursarship, has all the practical duties of the Chairmanship of the Board. In order to fulfil them, it has been necessary to call Meetings. He does call such Meetings; but it has been difficult to obtain Meetings, in consequence of the many duties of the other Members of the Board. When I have wanted them I have been obliged to run round and arrange a Meeting, first with one Member and then with another, and I have sometimes had to make three calls on two different Persons before I went to the Meeting.

Questions submitted by Reverend William H. Poole, and put by the Chairman.

Question 289. How many Persons attended that one Meeting which occurred in 1859?—Three persons.

Submitted by Reverend S. S. Nelles, and put by the Chairman.

Question 290. Why was the balance of £89 10s. paid to the Commissioners to investigate the charges against Doctor McCaul, included in the Accounts among the Incidental expenses?—Because it was an incidental.

Submitted by the Reverend William H. Poole, and put by the Chairman.

Question 291. Does the Treasurer reside in Paris; and if so, who pays his expenses to and from Toronto?—I pay my own expenses and reside at Toronto from Monday morning to the end of the week. I receive no pecuniary advantages except my Salary.

The Reverend Doctor Cook handed in his replies, as follows, to Questions 276, 277, 278 and 279, submitted yesterday, and was further Examined:—

Answer to 276. May do it.

Answer to 277. The Trustees of Queen's College receive now an annual grant of $3,000—if from any source, they had Seven thousand more, I believe they would be able to carry out their views of Collegiate Education satisfactorily. In giving this answer, I am not to be understood as expressing any opinion as to what should be expected, or given, from the Surplus of the University Endowment Fund.

Answer to 278. If such additional means were, from any source at the command of the Trustees, they would extend the Library and Museum, probably add two more Professors, improve the College Buildings; and, if not affiliated to the University of Toronto, establish a few Scholarships of a moderate amount.

Answer to 279. I think we should have a Professor of Latin, another of Greek; a Professor of Mathematics and another of Natural Philosophy, four, instead of two now.

Question 292 by the Chairman.—On the 13th instant you were requested to put into writing some remarks upon the subject of Matriculation. Have you done so? and if you have, please to put them in.—I do not think the mere list of Books which any College, or University, publishes as the subject of examination, before admitting young men, gives any correct idea of the actual attainments of those who are admitted; that can only be learned from the actual examination, which might be very slight with a long list, and very thorough with a small one.

I think one advantage of having all the Colleges of the Country affiliated under one University would be to establish a uniform standard of attainment before admission. That standard would have to be fixed with a reasonable regard to the state of Grammar School Education in the Province, and raised, from time to time, as that education admitted, and with a view of stimulating both Teachers and Scholars over the Country to greater exertion.

I cannot say that I think any examination likely to be made before admission into the Classes of a Medical School sufficient to ensure a good preparatory education. The tendency always is to laxity in such examinations. I think nothing would tend more to increase the respectability of the Medical profession, or to prepare young men for entering advantageously on the study of Medical Science, than a previous attendance on a general College Course, or such part of it as should be fixed by law.

Question 293 by the Honourable William Cayley,—What impediments do you understand to be in the way of the Students of Queen's College competing for the University Scholarships?—I am aware that there is no legal impediment. The condition, however, that Students receiving Scholarships shall graduate in the University of Toronto is not agreeable either to Students, or Professors; and there is a feeling among the Students, that Queen's College is not adequately represented in the Senate.

Question 294.—In what way does the want of representation of Queen's College interfere with such competition for Scholarships.—I do not say that it interferes. I only say there is a feeling that this want may interfere. It is thought that a preference may be given to other Students.

Question 295.—Will that feeling be removed if Queen's College receive a portion of the Endowment?—Not by the Endowment, but by combining with that the conditions of affiliation and fair representation in the Senate.

Question 296.—You stated that Examiners have been chosen from University College. Are you aware that one of the Professors of Queen's College was invited to examine, and declined to do so?—I do not know. Very possibly it was so.

Question 297.—Are you aware that the Head of Queen's College is a Member of the University Senate, and that he declines to attend the Meetings?—He does not attend.

Question 298.—If an equal number of Professors of Queen's College were added to the Professors of the University College in the Senate, would the Professors of Queen's College attend?—I do not think the Professors should be in the Senate at all. I think only the Heads of the Colleges should be in the Senate.

Question 299.—Who form the great bulk of the Senates of the Scotch Universities? —The Senates of the Scotch Universities are composed of the Professors of the Schools. It is an exceedingly bad arrangement, and will doubtless be shortly put an end to.

Mr. John Langton, Vice-Chancellor of University of Toronto, examined by the Chairman.

Question 300.—Have you any Statement to make on the subject of this investigation?—I desire to put in a written Statement, as has been done by the other Witnesses who have appeared before the Committee, as follows:—

The method of investigation adopted by the Committee has been, that each of the Gentlemen appearing, on behalf of those, who have prayed for an enquiry, has put in as Evidence a written Statement of the facts and arguments, by which he substantiates his objections to the present constitution and arrangements of the University. In conformity with this arrangement, before answering such questions as may be put to me, I desire to submit a reply on behalf of the University of Toronto, with a reference to such Documents as I believe will aid the Committee in coming to a correct judgment upon the questions before them. If my reply should be thought to extend to an unreasonable length, I hope the Committee will remember that each of these Gentlemen has principally confined himself to one, or two, particular points, whilst I have to enter into them all; and that the complainants frequently make a general charge in a few words, the truth of which I can only enable the Committee to judge of by examining it in detail.

The subject naturally divides itself into three principal heads;—the University, University College, and Upper Canada College, which must be judged of separately, although having many points of mutual connection. Upper Canada College is supported by a distinct Endowment, and is only so far connected with the University, that the general superintendence of the Institution has been committed to the Senate. It is very proper that the subject should be enquired into, and I am prepared to go into the question of its management by the Senate; but whatever may be the conclusion of the Committee, whether the management be continued in the hands of the Senate, or be vested, as formerly, in a separate Corporate Body, or even if that College were to be altogether abolished, the main question of the constitution of the University would remain unaltered. With regard to University College, whilst on the one hand the connection is closer, as it is supported out of the same Endowment, and forms an essential portion of the Provincial University, as contemplated by the Legislature, on the other hand its internal government rests with a Body entirely independent of the Senate, and the details of its organization and discipline are beyond our control. In this enquiry I only appear for the University, and it is only my intention to enter into questions relating to the College, apart from its connection with the general scheme, unless in answer to questions which may be put to me by the Committee.

1. *Legality of the Management of the University.* It is argued that the Collegiate Institutions supported by the different Denominations, have, by the Act, an equitable, if not a legal, right to an apportionment of the University Endowment. Doctor Cook supports the view upon what he conceives to be the well known and easily proved policy of the framers of the University Amendment Act of 1853; Doctor Stinson, upon what

he considers " the plain letter and obvious design" of the Act itself. I cannot agree with either of them. It would be very unsafe to judge of the meaning and intention of an Act from the recollection of conversations with leading politicians, or even from the individual wishes of Members of the Government, several years ago; and still more so, from a clause, in the Bill as originally introduced, which does not appear in the Act as finally passed. If any conclusion is to be drawn from this latter fact, it is rather a presumption that the Legislature did not sanction the principle of the suppressed clause; but that, it having been originally proposed to make a specific grant to certain Institutions, it was judged by the framers of the Bill, and by the Legislature, wiser to leave the appropriations of any Surplus which might arise, after the main objects of the Act had been accomplished to future legislation. That the present 54th Section cannot have been intended to carry out in other words the principle of the suppressed clause, is obvious from the fact, that the latter expresses, as a condition of the Grant, the abandonment of their Charters by the Colleges; whereas the former in no way limits the apportionment which may be made by Parliament of any Surplus.

Neither does the Act, as it stands, bear out the intention assigned to it by Doctor Stinson. To understand properly the meaning of the Preamble of the University Amendment Act, reference must be had to Mr. Baldwin's Act of 1849, which it repeals. The Preamble to the Act of 1849, 12th Victoria, Chapter 82, recites that "whereas the people of this Province consists of various Denominations of Christians, to the Members of each of which Denominations, it is desirable to extend all the benefits of University Education," etcetera. The Act, therefore, goes on to purge King's College of its Denominational aspect, and, under another name, to constitute one central Institution in Toronto, both for teaching and examining, intended to be entirely free from all Denominational bias. The 43rd Section provides that any existing College, upon surrendering its right to confer Degrees, except in Divinity, may become affiliated; but the only privilege they obtain thereby is the power of electing Members to the Senate. The only teaching Body, except in Theology, was to be the University of Toronto, and no Degree could be conferred except upon Students who had gone through their regular course in Toronto. This being premised, the meaning of the Amendment Act is obvious. It recites in the Preamble that no Colleges have affiliated; that Parents are deterred by the expense and other causes, from sending young men to Toronto, and that it is just and right to afford facilities to those who pursue their studies elsewhere, to obtain Degrees and other Academical Honours in the Provincial University, according to the system pursued in the University of London. The Act, therefore, goes on to establish the University as a distinct Body; to constitute University College out of the teaching staff of the former University, as a College, supported by the State Endowment; and the 17th Section enacts that all existing Colleges in Upper and Lower Canada, and such others as may afterwards be so declared, shall have all the rights of Affiliated Colleges, and Students who have pursued in any of them the Course of Study prescribed by the University, shall be as eligible for Degrees and other distinctions, as those educated in University College. This, then, is the remedy provided for an acknowledged grievance under the old Law, and not, as is contended by Doctor Stinson, that the Denominational Colleges should be supported from the State Endowment. That the present 54th Section could not have been intended as any pledge that the Affiliated Colleges should receive pecuniary aid from the Endowment, is evident, if only from this fact, that no distinction is made in the affiliation between Colleges in Upper and in Lower Canada, and it will hardly be contended that there was any intention of supporting Lower Canada Colleges out of an exclusively Upper Canadian Fund.

Doctor Green is even more distinct in his assertion that the Act of 1849 was repealed for the avowed and clearly expressed purpose of providing for an extension of the Fund to the Denominational Colleges. It must strike the Committee as somewhat singular, that this avowed purpose should have been entirely unnoticed in the Act, except by the power given to Parliament to deal hereafter with any Surplus which might arise, for Academical Education generally, and that the Act should only have assigned an altogether different reason for the repeal of Baldwin's Act, videlicet: that, instead of pursuing all their studies in Toronto, Students might be allowed to pursue them any where, as in the University of London.

Doctor Green, thinking only of the money, accuses the Government and the Legislature of holding out fallacious promises; the Legislature, thinking only of the convenience of the Students, provided for them everything that it promised.

I entirely concur in the views stated by almost all the Gentlemen who have appeared before the Committee, that the true policy is to have one Central Body for conferring Degrees, which judges of Candidates only by their proficiency in the Subjects of Examination prescribed, without regard to the College in which they have pursued their studies, or indeed, whether they have been Students in any Incorporated College at all, a point strongly insisted upon by the Oxford Commissioners, (page 213, *et seqitur*, Heywood's Edition), and sanctioned by the revised Charter of the University of London. For such a system of University Education the Amendment Act of 1853 makes provision, and the Statutes framed by the Senate are adapted to give it effect. That the Denominational Colleges, whilst, praising it in theory, have not thought fit to adopt it in practice, is much to be regretted; but the University authorities are in no way to blame. It is not, as stated by Doctor Cook, that "the Government required, as a preliminary and necessary condition to affiliation, that Colleges having University powers, either from the Crown, or by Provincial enactments, should surrender their powers," for no such provision is contained in the Act. It is not, as, in various forms, is asserted by the Appellants, that exclusive privileges are given to University College; for, as will be shewn hereafter, no such action has been taken either by the Government, or the Senate. One reason why the Denominational Colleges have not adopted the University Course, has been stated to be that they are unable, from insufficient means, to teach all the subjects required. It certainly cannot be expected that each College should maintain a staff of Professors capable of efficiently teaching, in their higher branches, all the subjects embraced in the University Course,—a very strong argument in favour of maintaining one Provincial College that can; but, by the Systems of Options permitted, this would not debar their Students from entering the University, and competing for Honours in departments which their College can teach well. But there is a reason beyond this. It is not that any part of the machinery is wanting to establish in Canada a system similar to that which works so well in England, that has formed a bar to the full carrying out of the Act as yet; but it is the desire of the Denominational Colleges to have them supported from Provincial Funds, a desire inconsistent with the well known feelings of the people of Upper Canada, and at variance with the principle upon which all our other National Educational Institutions have been established. As far as Academical studies and rewards are concerned, the Act proposed to itself the University of London as a model, but in relation to Endowment it distinctly recognizes a difference; whereas in England no Government aid is given to any of the Affiliated Colleges as such; in Canada, as in Ireland, the Legislature founded and endowed one Non-denominational College, which otherwise has no privileges over the others.

(2) It is contended that the intention of the University Act of 1853 has been frustrated by the action of Government, and of the University, which have pursued the policy of building up one College to the exclusion of all others. This charge is mostly expressed in general language, but there are some few cases where it is made in a tangible shape.

Doctor Cook instances "its (the College's) numerous Scholarships," but he must be aware, or, before making the charge, should have informed himself, that the University Scholarships are as open to the Students of Queen's, as of University, College. They are not even, as Prefessor Weir says he understands they are, practically confined to University College, for many of them are held by Students who have no connection with that Institution.*

Again, Doctor Ryerson complains, that the Annual Examinations make it too burdensome for Students educated out of Toronto to attend; but, as a Member of the Senate, Doctor Ryerson should be aware, that no Student in any Affiliated College is required to appear except at the Examination for the second year, and at the final Examination; a Certificate from the Head of his College that he has satisfactorily passed in it the Examinations required for Matriculation, first year, and third year, being sufficient to admit him to his standing; an arrangement adopted by the Senate, with the special view of accommodating the Colleges which are not situated in Toronto.

All the parties who have appeared have complained of the appointment of three Professors of University College upon the Senate. It must be remembered that the Senate as originally constituted, with the Head of each Educational Institution as an *ex officio* Member, had been in existence for three years before these appointments were made, and yet the Denominational Colleges had not only taken no steps to take advantage of the Act, but one of them had even expressly declined to recognize its affiliation. It is, therefore, not surprising that the Government, in the absence of the assistance which might have been expected from them, should give the Senate the advantage of the practical experience of Gentlemen of such acknowledged learning as Doctor Croft, Doctor Wilson, and Professor Cherriman.

There is one point connected with this charge which I cannot pass over, as it implies an imputation against these Gentlemen. It is stated by Doctor Cook, and it was as broadly asserted by Doctor Ryerson, in his oral evidence, that the Professors form part of a Body which fixes their own Salaries, though, as it appears in print, the latter Gentleman's charge is somewhat modified. I have reason to know that Doctor Cook stated this in ignorance of the facts, but Doctor Ryerson is certainly fully cognizant of them. The Salaries of the Professors are determined by Order-in-Council, and not by the Senate. It has indeed twice occurred, that His Excellency has referred to the Senate for advice on this point, and that the Senate recommended an increase of Salary; but what share any of the Gentlemen, whose Salaries have, in any way, come before the Senate, had in determining their amounts, may be judged of from the following facts. When a Memorial of Doctor McCaul's to His Excellency, praying that his emoluments might be raised to their former amount, was referred to the Senate, Doctor McCaul not only left the Meeting, but objected that it was a matter with which the Senate had nothing to do. Upon this Doctor Ryerson himself moved and carried a Resolution in favour of an increase, not only of Doctor McCaul's Salary, but also of those of the other Professors, not one of whom had at that time a seat on the Senate. Upon the second occasion of a reference from Government, requesting the Senate to define their general recommendation of an increase to the Professors' Salaries, the only Professors present left the Meeting, and Doctor Ryerson was also present and assenting to the progressive increase for length of service, but without any retrospective effect, as erroneously stated by Doctor Ryerson in his answer to Question 210.* The Salary of the Vice-Chancellor was fixed on the motion of Doctor Ryerson before the present holder of the office became resident in Toronto; the salary of the Principal of Upper Canada College was determined with the concurrence of Doctor Ryerson before the Principal had a seat on the Senate; and the only other Member of the Senate receiving a Salary from the University, or Upper Canada College, Funds, enjoys the same Income as Master in Upper Canada College, which had always been attached to his office for twenty years before he first made his appearance on the Senate as President of a School of Medicine, which was then the Medical Faculty of Victoria College † It is obvious, therefore, that in no single instance is this imputation borne out by the facts.

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* *Question* 466. In your statement-in-chief you say that the Scholarships of Toronto University are all open Scholarships, unconnected with any College;—that a Student of Queen's, or Victoria, may hold one if he can obtain it, and continue his studies at his own College; that, in fact, any young men who can come up to the requisite standard, whether they belong to a College or not, may hold Scholarships of the University, and that many are so held. Can you state the whole number of Scholarships awarded by the University since its commencement, and how many were taken by Students not at the time Students of the University?—There have been 213 Scholarships awarded since 1864. Of these, 100 were awarded to Candidates who were not at the time Students in University College. Many of them afterwards became Students in the College, but many had no connexion with it in any part of their Course.

It is objected by all the Witnesses, and in the Memorial of the Methodist Conferences, that the Professors of University College are always appointed Examiners. I agree with the Memorialists that these appointments are objectionable, but there have been practical difficulties in the way, which have hitherto prevented the abandonment of the custom. Every person acquainted with examinations will acknowledge, as is stated by Doctor Cook in his cross-examination, that no Examiners can be efficient who has not had practical experience in teaching. An amateur, however great his attainments may be, will make a bad Examiner. I hold it essential that a good Examiner must be a good Teacher. But good Teachers are, unfortunately, not numerous in Canada; and from the length of time over which the examinations extend, the choice is necessarily almost limited to Toronto and its immediate vicinity. Persons engaged in teaching cannot spare the time from their duties, and to mention this year alone, a Professor of Queen's College, and one of Victoria College, have, for this reason, declined the appointment. Besides this, if it is objectionable that the Professors should examine their own Students in the later years, it is equally wrong that other Teachers should examine Matriculants, some of whom have probably been their own Pupils. We always appoint a Co-examiners, and the Professor always takes the principal part in examining the Matriculants, where he certainly is the best that can be selected, and throws a large part of the work of the later years upon his Colleague. Still, I fully admit the present practice to be objectionable; and several of the Professors have expressed to me their desire to be relieved from this duty. I believe, in former years, the evil could hardly have been avoided; but well educated young men are becoming more numerous in this Country now, and I think it may ere long be made a general rule that no Professor shall examine except for Matriculation. I may mention, however, that it is the common practice in the Queen's University, Ireland, to select the Examiners in rotation from the several Colleges,—a practice which I think open to serious objections, unless there be, as is the case with us, a second Examiner in each subject. It is also worthy of remark, that the first appointment of Examiners, when, as now, the names of all the Professors appeared in the list, was made on the motion of Doctor Ryerson himself. In thus alluding to that Gentlemen's action. I do not wish to infer, if this decision was wrong in itself, that it was any excuse for the Senate that they followed an evil counsel. But the fact is important in this view, that Doctor Ryerson, who doubtless then held the same decided opinions upon the subject which he does now, nevertheless saw such practical difficulties in the way of making any other satisfactory appointments, that he adopted the present system as, upon the whole, the best that offered itself.

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*This is a plain statement of the facts as they occurred, which it was sought without success to invalidate by Questions 435 to 475, suggested by the Reverend W. H. Poole. And again, in Questions 458 and 475, and 505, 6 and 7, the whole circumstances as above related were brought out in an examination of Doctor Ryerson himself, all the Documents being placed in his hands,—the Minutes of the Senate, the Memorial of Doctor McCaul with the reference to the Senate and its answer, the subsequent action of the Government thereon, and the second reference to the Senate for further explanation, with its reply. Yet, after all this investigation the Reverend W. H. Poole is represented, in the published proceedings of the Kingston Conference (page 9 and 10) to have said, "in which analysis there is conclusive evidence, that the Resolution on the increase of Salaries charged on Doctor Ryerson was moved by the Vice-Chancellor and seconded by the Honourable James Patton; and that Doctor Ryerson had nothing to do with it."

†In a paragraph of Doctor Ryerson's reply, (page 41 of C. P.) headed "Mr. Langton and Doctor Wilson's misrepresentations, as to the representation of Victoria College on the Senate," Doctor Ryerson gives a history of the Toronto School of Medicine, and adds, "Yet, in presence of these facts Doctor Wilson and Mr. Langton represent him, (Dr. Barrett), as holding his seat in the Senate as a Representative of Victoria College." Doctor Wilson and Mr. Langton never said that he now represents Victoria College; but they said that he first took his seat and for some time sat there as the President of the School, which was at that time the Medical Faculty of Victoria; thus giving three Members in the interest of Victoria College at a time when there was only one Representative of University College; of which no one complained, although such an outcry is now made because four persons are at present on the Senate connected with University College, and only two with Victoria College.

I believe I have now answered all the specific charges which have been brought of favouritism to one College, and have shewn how groundless they are, except the last be so considered. I may add, that I know of no action of the Government or of the Senate, apart from the fact that University College is endowed by the State, which places it in a different position from any other College, excepting in two instances, necessarily arising from a joint endowment. As we occupy the same Buildings, it is provided that the President of University College shall be *ex officio* a Member of the Committee on the Grounds surrounding it, and that one other Member of that Body shall be appointed, if there be one on the Senate; and, as the Government have never acted upon the clause in the Statute giving them that power, by assigning the old Library for the use of either the College, or the University, whilst to the Senate is entrusted the duty of making additions to it, a similar clause exists in the Statute respecting the Library Committee.

(3). *Expenditure of the University.* The next head of complaint which is made is the alleged extravagance of the Expenditure upon the University and University College. It is argued that even if the Denominational Colleges have no claim to any specific appropriation, and I deny that they have any, they may have at least a contingent interest in any Surplus which may remain after the University and University College have been maintained in a state of efficiency, and which Parliament may devote annually to the support of Academical Education in Upper Canada, in any manner which it may judge to be most conducive to the interests of the Country, instead of its being necessarily applied, as formerly, to the increase of the Permanent Fund. Whether there had been any such provision, or not, I admit that any extravagance of Expenditure which may exist should be enquired into and checked. It remains, therefore, to enquire, whether the Expenditure has been upon a scale disproportionate to the wants of the Provincial Institutions, for directing and for carrying out the higher branches of Education. The principal points insisted on are the Buildings, the Library and Museum, the Professorial Staff, Examinations, and Scholarships. These I will reply to separately; but before doing so, I must be allowed to allude to an implied charge against myself. Doctor Ryerson, in his evidence before the Committee, merely alluded in passing to the salaried Vice-Chancellor, who audited the Expenditure which he had himself authorized; but in the printed Document put forth by the Conference in support of their Memorial, intended to produce its effect in another sphere, the same point is more frequently insisted upon, and it is stated that some undue influence has been exerted to prevent the publication of the Accounts. As Provincial Auditor, it is certainly my duty to see that the Bursar makes no improper use of the public moneys, and produces Vouchers for all of his Expenditure, and his Accounts are accordingly examined in my Office as all others are; but as Auditor, I have no more power to interfere with the objects of the Expenditure, than I have with Doctor Ryerson's distribution of the Grants placed under his superintendence. As to the publication of the Accounts, the Bursar is required by law to lay them annually before Parliament; and whether they are printed, or not, rests with the Printing Committee of the House, and not with me.

Before going into details I must also explain a point, which the public would never gather from the evidence of the Gentlemen at whose instance this investigation is made, videlicet: that the Endowment, consisting of Lands in various parts of the Province, requires an extensive Establishment to manage it, and is, in fact, a department of the Government, over which the University Authorities have no control. Whether its arrangements may not be economised, is a question which the Committee may ascertain from the evidence of the Bursar; but, as far as the University Authorities are concerned, it is the net Revenue only which they have to deal with, and this is all which at present is available for Academical Education. The Revenue, in the preceding evidence, is spoken of as $60,000 or $70,000; and by adding to it that of Upper Canada College, it is set down by Doctor Ryerson as $80,000; but the highest amount which the net Revenue ever reached was $56,000 in 1856, when the run after Land was at the highest, and the average net Revenue since 1853, has only been $48,000.* It will be for the Committee to decide, whether this amount is so much more than a Provincial University can require, as it has been argued, and whether it is sufficient to be divided amongst the numerous claimants, without destroying the object for which it was set apart.

Buildings. It is objected to the Expenditure on the Buildings, that the University Act of 1853 which contemplates only additions to the present Buildings, does not authorize new ones on a new Site. Unfortunately, in the same Session of the Legislature, when the University Amendment Act was passed, another Act† gave the Government authority to take possession of the Property for Provincial purposes, and the University and College were ejected, and temporarily accommodated in the Parliament Buildings. When, in 1855, the Seat of Government returned to Toronto, the College was again moved, and temporary additions were made to the old Medical School, which rendered it available for a time; but this had become perfectly inadequate to the accommodation of the College before the new Buildings were ready; and the frame additions were so temporary in their construction, that the Bursar has reported to me, now that it has returned into his possession, that it would be more economical to pull them down and sell the material, than to put them in effectual repair. The Stone Building, originally intended for the College, is still in the occupation of Government for another public object.‡ If then the Act is to be interpreted in the literal sense given to it by Doctor Cook and others, there were no Buildings to which to make the additions. This, however, is not he view to take of the question. The Act had established a central University and a College, endowed from the public funds, with a staff of efficient Professors. It was necessary to provide a Building for their occupation, and especially to provide the means of accommodating resident Students, without which one of the great advantages of a University education would have been lost. Such an Institution was not intended to be of an ephemeral character, to be moved about as convenience dictated, from one Public Building to another; and as the Endowment fortunately supplied the means, it has been provided with a durable home, worthy of the position it holds in the Country, and of a still higher destiny which the rapidly increasing number of its Students shows that it is destined to achieve. The Government of the day, therefore, wisely, as I think, exercised the undoubted power given by the Act, and authorised the Senate to expend £75,000 out of the Permanent Fund for this purpose.

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*How much of this amount would be left for the University, if even the present demands of the Denominational claimants were satisfied, may be judged from their evidence. The Reverend S. S. Nelles, (Question 407), says he wants £2,500 more than his present income, (leaving it doubtful whether this is in addition to what he already receives in the Estimates.) If Queen's, Trinity, and Regiopolis, received as much, supposing there to be no other claimants, the whole Fund would be exhausted, and whence are the University and University College to derive their Income? Doctor Ryerson contemplates with satisfaction ten separate Colleges with £1,500 each, requiring $60,000, without any provision for the University. Doctor Cook, (Question 18 and 44), proposes £6,500 for the University and College, including Scholarships, of which £1,250 is to be for the University. He also proposes that the Denominational Colleges shall each receive one-half of what is allowed to University College. To accomplish this would require an income of $70,000; but it is idle to suppose that the four existing Colleges would be the only claimants.

†This Act is 16th Victoria, Chapter 161, to which Doctor Ryerson, (page 34 Committee Proceedings), ridiculously says that Mr. Langton refers, as authorizing the erection of University Buildings.

‡The engraving of this Building is inserted on page 122 of the Sixth Volume of this Documentary History.

The Government also authorized the expenditure, from the same source, of £20,000 upon a Library and Museum. It is objected that such an expenditure is foreign to the purposes for which the University was established; but I can hardly think that the Committee and the Legislature will entertain that view. There is not a University, or College, in the world of any standing, which has not already acquired, or is not accumulating, a Library and Museum, as essential to the prosecution of the higher studies. Doctor Cook partially, it would seem, admits of a Library, but he would, have it to belong to the College and not to the University, and would give out of the Endowment a similar sum to all other Colleges for their Libraries. Now, it must be remembered, that although the University and the College are distinct in their functions, the College, or Teaching Body, forms an essential part of the University scheme, as established by the Act, and whether the Library be supposed to belong to the one Body, or to the other, is immaterial, provided it be established. As the University, however, represents the whole Country, as the Head of all Educational Institutions, and the Representatives of all Denominations find a place in it, I think it better that the management and control should be vested in the Senate, than in the College. But to expend the money in forming five, or six, collections is utterly to ignore the great use of a public Library. The ordinary Text Books used in education, the Classical Authors in various Languages, the Books of reference in common use, are not so numerous as to be beyond the reach of any College, or even of many private individuals; but there is another class of Books which you will not find there, consisting principally of Books of Reference of a more special character, not so often used it is true, but as essential when occasions for consulting them occur; and those numerous periodical publications issued by learned and Scientific Bodies in various parts of the World, in which almost all new views and discoveries first make their appearance, and, without access to which, a Scholar, or a Man of Science, in this Country would have to remain contented with his ignorance, until, years after all Europe had been turning their attention to something new, he gathered the information from some digest, published in a more popular and accessible form. Such publications, often of a very costly kind from their limited circulation, can only be found in a Public Library; and, until Canada possesses such a collection, she must be content to remain in a position of inferiority, ill adopted to her growing wealth and intelligence. Such a collection the Senate has been authorised to form and is now acquiring, and it has provided for giving the public the freest access to it.*

The Professors. It is argued also that the professorial staff in University College is beyond the wants of the Country, and the charge excessive. As to the Salaries, I may fortunately appeal to the Appellants themselves. Doctor Cook admits that the Salary of a Professor should be at least £500 a year, and that he would rather see it £600, and none of the other Gentlemen have appeared to dispute his views It is true that in a later portion of his evidence, when driven to the necessity of keeping his proposed expenses within a sum to which he would limit the Expenditure of the University and College, he has compelled to confine himself to the lower amount; but I would rather accept his opinion on the abstract question, than when modified to suit a predetermined result. Now the amounts approved of by Doctor Cook are very nearly those at which the Salaries of the Professors in University College are fixed by the present Order-in-Council, videlicet: £500, rising with length of service to £650. It is, therefore, only against the number of Professors that there can be any cause of complaint, and Doctor Cook's proposition is to reduce them by striking off five, videlicet: History and English Literature, Modern Languages, Agriculture, Meteorology and Oriental Languages, and by combining the present three Professorships in the Natural Sciences into two.* To a certain extent I agree with Doctor Cook, but on other points I differ from him entirely. I do not believe that the Professorships of Agriculture, which have been established either here, or in any other University, have answered the expectations of those who founded them; and I do not think that it is in the nature of the subject that they should. Meteorology is also too limited a subject to form an exclusive Chair, and all that is necessary of it might be taught by the Professors of allied Sciences. The history of the foundation of the Chair may not be known to the Committee. The British Government having established, and for years maintained, the Meteorological Observatory, determined to abandon it. The Provincial Government, feeling that we had just cause to be proud of the results obtained there, gave an Annual Grant for its maintenance, and proposed to connect it with the University. When the proposition was submitted to the Senate, Doctor McCaul, the Vice-Chancellor, moved, seconded by Doctor Ryerson—"That the Senate will gladly co-operate with the Government in carrying out the plan for the organization of the Observatory, which has been approved by His Excellency the Governor-General, and will accordingly pass the necessary Statute for the establishment of Graduate Scholarships,—and thus, as proposed in the above-mentioned Communication, contribute towards the expense of the establishment the amount of the stipends of the Scholars, in addition to one-third of the Salary of the Director of the Observatory and Professor of Meteorology, etcetera. The idea of the Scholarships was dropped on further consideration, but the Professorship remains, and the subject has been introduced into the University Course, but only as an optional one, not because it was considered an essential part of academical study, but because there was a Chair in the College, and it was thought some Undergraduates might wish to pursue the study, especially those who were intending to teach Grammar Schools, in which a system of Meteorological Observations has been established. I think that it was a mistake to connect the Observatory with the College, but as long as Government maintains it, I see no objection to its continued connexion with the University, and the Director, if disconnected with the College, might very properly have a seat in the Senate.* I agree with Doctor Cook that the study of Oriental Languages is not a necessary portion of a College Education, and the Senate has made it optional throughout. It more properly belongs to the Faculty of Divinity.

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*The expenditure upon the Library and Museum by the University of Toronto was specially excepted to by the Petitioners, although both Doctor Cook and Doctor Nelles, when asked what they would do with an additional grant, naturally enough specify this as an important acquisition for their own Colleges; and although Doctor Ryerson, in the celebrated Letter of 1852 to Mr. Hincks, would make it imperative on his proposed University to expend at least £1,000 a year for this object, now, however, he appears to look upon the question from a less exalted point of view, for he says, in his reply, (page 35 of the Committee Proceedings), "the law no more authorises the purchase of a Provincial Library and a Provincial Museum out of a Fund designed for College Education, than out of the Funds designed for Grammar and Common School Education." Does the Chief Superintendent intend by this sentence modestly to confess, that, when the law authorised the expenditure of £200 a year out of the Common School Fund for a Museum, it was not quite legal to expend thousands upon a Museum and Gallery of Pictures at the Education Department?

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*It is somewhat singular that, when Doctor Cook is proposing a scheme for University College, he should say, (Question 26,) "There should be a Professor of Mathematics and Natural Philosophy united;" but when asked for his disposition of any money he could obtain from the University Fund, for Queen's, (Question 297), he should claim "a Professor of Mathematics and another of Natural Philosophy." So also he would class together, under one Chair, at Toronto, Natural History and Chemistry, which have no connexion, but at Kingston he would separate Greek from Latin. He proposes, in short, to reduce the Professors in University College from ten to five, and to increase those at Queen's from five to seven.

Doctor Ryerson also, in the Hincks' Letter of 1852, besides four Professors in the College, proposes to constitute University Professors in "Ancient and Modern Philosophy and Literature, General History, (not yet discovered to be unadapted to be taught by lectures,) Natural History, Astronomy, Political Economy, Civil Engineering, Agriculture, etcetera.

In the Queen's Colleges, Ireland, which being founded by Government within the last twenty years, it may be taken as a fair test of the requirements of a modern College, that there are twelve Professorships in the Faculty of Arts, besides Political Economy, which is included in the Faculty of Law, videlicet: Greek, Latin, History and English Literature, Modern Languages, Celtic Languages, Mathematics, Natural Philosophy, Chemistry, Natural History, Logic and Metaphysics, Mineralogy and Geology, Agriculture.

On two other points I partially agrēe with Doctor Cook. If funds were insufficient, two Professors in the Natural Sciences might be made to take the place of three, although I would adopt a different arrangement, videlicet: Geology and Natural History which are intimately allied, and Chemistry and Mineralogy, which latter can only be studied effectively in connexion with the former. But it is only rarely that you can obtain a man equally and thoroughly versed in those separate branches, and in almost all Universities separate Chairs exist, and the subjects are even more subdivided than with us.

Again, a Chair of Modern Languages, in the sense of teaching the Languages themselves, and not the principles of Comparative Philology, appears to me very inadvisable. It could only be efficiently filled under very peculiar circumstances. But when Doctor Cook and other Witnesses condemn the study of Modern Languages in a University, I differ from them *toto cœlo.* I believe that there should be no single Professorship, but Lectureships in each separate Language, or two, or more combined in one Lectureship, according to the individuals that can be procured to teach French, in a Country circumstanced like Canada, may well be considered essential, and now that Latin has ceased to be the common language of educated men, and three quarters of the learning and science of the world is published in French, or German, no man should pass through a University who has not acquired at least one of them.

History and English Literature I also consider essential, and I cannot conceive that there is any thing in the study of these two subjects, which make them less adapted to be taught by Lectures, as argued by Doctor Ryerson, than in that of any other subject of education. I cannot indeed imagine that Doctor Ryerson himself perceives any such difference, for when the question is put to him, (Number 13), he diverges into a disquisition upon German Universities, and admits that his remark applies to Lectures "in the German sense," as distinguished from the usual meaning of the word. In the "University sense," it seems he does not think History, as a subject, cannot be taught by Lectures. Doctor Ryerson has triumphantly quoted the Report of the Queen's University Commissioners, which recommends the abolition of the Chair of Agriculture, but he ought to have added that they do not recommend the abolition of those of Modern Languages and of English Literature and History, nor the compression of the three Chairs of the Natural Sciences into two.† As to the importance of those subjects, I shall have occasion to return to them when I come to the object of Options. I would only now remark that the Witnesses, who have been heard in favour of the Latin and Greek, and Mathematics, being the proper studies of a University, and most of the rest mere works of supererogation, run counter to the daily growing opinion of all the best authorities upon University Education in Europe, as I shall show from the published opinions of the Commissioners on the English Universities.

In thus stating my concurrence with some points of Doctor Cook's scheme, I wish to be understood as explaining what would be my recommendation, if called upon to organize a new College in circumstances similar to those of University College, and what should be kept in view for future arrangements, as opportunity offers. But I by no means wish to say that existing Professors, who have accepted their offices on the faith of the Government, should be dismissed, and I feel convinced that neither would the Committee recommend, nor the Legislature sanction such injustice. It must also be borne in mind that the University, which is charged with extravagance, is in no way responsible for this organization, which was adopted before it had any existence. The Professor of Agriculture and the Lecturer on Oriental languages are amongst the oldest of those connected with the teaching staff, and all the other Chairs which Doctor Cook would abolish, with the exception of that of Meteorology, formed the Establishment which the Act provided should be supported out of the Endowment. The University is not even responsible for by far the greater part of the increase which has been made to the rate of Salaries, although I for one do not think it excessive. In the printed Document put forth by the Conference in support of their Memorial,* the Salaries of the Professors at the passing of the University Act of 1853 are set down at £4,497, including Librarian and Servants. This does not give quite a correct view of the case, as the Salaries of the four newly appointed Professors only appear for seven months in the Accounts of that year; but Doctor Ryerson, desirous of shewing a still larger increase, goes back to 1850, before the addition of the staff which the University Act of 1853 provides for. He states that "it cannot be claimed that the Faculty of Arts is more efficient for the legitimate purposes of a University College than it was in 1850, yet, since then its expenses have been increased from £3,350 to £7,670," leaving out of view the fact that in the meantime five new Professorships and a Tutorship have been created, some of which, even in Doctor Cook's view, are necessary; and giving the present cost, however arrived at, £1,420 greater than the greatest amount paid to Professors in any one year. The true difference is this. The Salaries of the Professors and Lecturer, as established in 1853, were £3,930. From the 1st of January, 1854, the Salaries of the newly appointed Professors were put upon the same footing as those of the old ones, making the amount £4,430, and this was done, be it observed, before the Senate was constituted, and by the same Ministry who are represented to have made, six months before, such generous provision for the Denominational Colleges, which we, it is said, have rendered of none effect. The present salaries,† including the Classical Tutor and Professor of Meteorology, since added, are £6,070, being an increase of 44 per cent. upon those of 1854, and 54 per cent. upon those of 1853. This is not more than the increase made in almost all Salaries during the same period. In a somewhat allied branch of the Public Service, for instance, the salaries of the Educational staffs, East and West, were £900 and 1853, and the same officers now receive £1,775 and £1,800, respectively, being an increase of 100 per cent., without reckoning the increased number of the staff.

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*The only part of the expense of maintaining the Observatory, borne by the University, is one-third of the Director's salary; yet its staff is included amongst the forty-five "regular Salar-officers" enumerated in that curious piece of statistics, in which Mr. Poole, and Doctor Ryerson on his authority, try to swell the real numbers, by including almost every body twice, and some three times under different titles.

†Mr. Langton might have met Doctor Ryerson's quotation from the Irish Commissioners by a reference to the Report of the New Brunswick Commissioners, of whom Doctor Ryerson was one. It appears that not only did he recommend to Mr. Hincks, in 1852, Modern Literature, History and Agriculture, as proper subjects for Lectures in a Canadian University, but as late as 1854, he included, in the scheme designed for New Brunswick, all those subjects.

Salaries in the University. Besides the Salaries of the Professors in the College, there are three connected with the University, the Vice-Chancellor's, the Librarian's, and the Registrar's, which Doctor Cook would abolish, or materially reduce. He admits that, if the Librarian gives his whole time, he must have a sufficient salary; but it is suggested that some one of the Students might be employed, and that he might also perform the duties of Registrar, whilst the salary of the Vice-Chancellor he would abolish altogether. It is true that, if the Library were made a mere College-Library, it might be locked up, as I have known to be the practice in small Colleges, and a Librarian might be in attendance for half an hour a day to give out Books, and a promising Student might well have some small allowance for attending to this duty. But if it is to be open to the public, which I submit to be a much more proper application of Public Funds, it is clear that a competent Person must be employed at a fair salary. To appoint a Student would be to injure him for life, as interfering with his studies. The Registrar is an equally necessary Officer, and he is not overpaid for the work that falls upon him. Gentlemen, who are not acquainted with the practical details, can easily get rid of the office, or throw its duties upon another Officer, whom, be it remembered, they have already declared to be unnecessary for the University; but the fact, that two Registrars have already resigned, upon the ground that they could not afford to devote the necessary time to the duties of the office, is enough to show that that the work is not overpaid. In fact I do not believe that any competent Person would undertake the office permanently, although the Salary may be an object to a young man at first starting in life, and, therefore, prove a useful reward for distinguished young Graduates. As to the Vice-Chancellor's salary, I admit that, if funds are insufficient, it is the first that should be reduced. Not that it is too high for the duties that fall on that Officer, but that any person who is worthy of filling the office, would accept the labour and responsibility from zeal for the Institution, and for the honourable position which it gives him. I found the Office in existence with a salary attached, when I came to reside in Toronto. Since I was appointel, no Member of the University will be found to say that I have not given full work for my hire; but if there had been no Salary I should have equally accepted the office, and I trust I should as zealoulsy have discharged its duties, as a labour of love; but it has not been found prudent in practice to rely upon the gratuitous performance of important duties, and therefore I think that a Salary was wisely attached to the Vice-Chancellorship.

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* This Document is printed on pages 229-249 of the preceding Volume of this Documentary History.

† The next addition to the cost was the Order-in-Council of 1855, which added a percentage to all Government Salaries in the Province. The last addition, the only one recommended by the Senate, has only amounted to $800.

Examiners. The next head of Expenditure specially referred to, is the allowance to Examiners, Officers who, it is thought may also be obtained gratuitous'y. I have already alluded to the difficulty of obtaining proper persons on any terms, but, unless for an adequate remuneration, it would be impossible. Let us look into the question of cost, which was in 1857, $2,160, reduced in 1858, to $2,000, and in 1859, to $1,760, and let us compare it with the cost in similar Bodies elsewhere. I find in the Estimates of 1857, [1857—XXXIV] the sum set down for Examiners in the Queen's University, Ireland, £1,510, sterling, or $7,348, and it is stated in a note that, in the previous year, 44 persons were examined. In the Report of the same University for 1860, the cost of Examiners is estimated at £1,450, sterling, or $7,056, and the number of Students examined during the previous year is given at 78. Taking the latter year as the most favourable, our Examiners, in 1859, examined more than twice the number at just one-fourth of the cost. Again in the same Estimates, I find the Examiners in the University of London set down for £2,560, sterling, or $12,458. I find also, in its Calendar of 1859, that in the year 1857, 151 Students matriculated, and 109 Degrees were conferred, and allowing for a number equal to the Matriculants for those who came up to the Intermediate Examination, which is not given, these Examiners must have examined 410 persons, at the rate, in the aggregate, of about $30 per head, whilst ours were paid at the rate of less than $10 per head. It may be proper to state in regard to this comparison, that a considerable part of the expenses of the University of London is paid by Fees, thus reducing the estimate for the Examiners, which is about half of the whole cost, by the same proportion of the Fees, the cost to the Country is with them only about $22 per head, whilst if our Matriculation Fees are deducted, the similar charge is reduced to about $8.50 per head. Perhaps, in consequence of my habits as Auditor, I may be excused for entering into these financial details, although I admit that cost is not always the test of efficiency. But when the question is raised, whether the Examiners are overpaid, the true test of their work is the number of Students they have to examine, and I cannot think that either our learning, or our wealth, is so inferior in Canada, that $10 is too high a remuneration here, for services which in London and Dublin are paid at the rate of $30 and $90 respectively.

Scholarships. The remaining item of expenditure specially referred to as extravagant, is the allowance for Scholarships, and here I admit, that, if the allegations of the Petitioners were true, a strong case would have been made out against the University. But they are not true. I do not, for a moment suppose, that Doctor Green would state any thing to the Committee, which he did not believe to be correct; but, having undertaken to give evidence upon the subject, with which he had made himself but slightly acquainted, he has fallen into an error. I do not know how he has obtained the proportion which he has stated, between the Scholarships and Students, 34 amongst 37, but I suspect it has been by a process, which he himself must have perceived to be a dangerous one, videlicet: by taking the number of Scholarships from the Returns of the University, and that of the Students from the Returns of the College.* An examination of the same Official Documents would have shewn him that in 1856, the year referred to, 76 Students were examined, and 35 Scholarships awarded, or, excluding those who were not entitled to compete for Scholarships, 35 were awarded amongst 61. This is undoubtedly a high proportion. When the University was first established upon its present basis, the Senate, acting upon the authority given them by the Act, established 90 scholarships.† The number may certainly have been disproportioned to the Students continuing on from the old University, but not to what they might be expected to become, or to what they would have been, had the Denominational Colleges thought fit to send their Students to compete. Believing the number, however, to be too great under existing circumstances, one of my first measures, after I became Vice-Chancellor, in 1856, was to reduce the number offered for competition from 90 to 61, and I would have made a still greater reduction, with the view of making subsequent additions, as they might be required, had not the general feeling of the Senate been against it. I am happy, however, to be able to state, that if 61 was too large in 1856, it will not be found so in 1860, the number of Students having increased up to the provision made for them in this respect, as was, no doubt, contemplated when the Scholarships were originally founded. But as this enquiry is not taking place in 1856, when the new organization had just been completed, but after it has been in operation for five years, (a small period, it must be allowed, for the growth of a University,) it will be necessary to show how the Scholarships have been distributed in the succeeding years. The following Table will show the number awarded in each succeeding year, and the number of Students entitled to compete for them, with the proportion between the two, and the amount per Student which the Scholarships have cost, with a view to comparison with other analogous Institutions.

	Number of Scholarships awarded.	Number of Students competing.	Proportion of Scholarships to competitors.	Cost in the year.	Cost per Student.
1855	33	64	1 to 1.94	$3,200	$50
1856	35	61	1 to 1.75	4,633	76
1857	48	123	1 to 2.56	4,973	40
1858	51	143	1 to 2.80	6,140	43
1859	45	196	1 to 4.35	6,013	30

N.B.—As the financial year and the scholastic year do not correspond, the proportions of Scholarships to Students, and of cost per Student, do not exactly agree.

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*In answer to Question 501, Mr. Poole shews, that Doctor Green did in fact obtain his figures in the way indicated, including amongst the Students only those of University College, but amongst the Scholarships those in Law and Medicine and others awarded to Students who had no connexion with the College.

† In the proceedings at the Conference at Kingston, the Reverend Mr. Poole states, (page 10 of the Committee Proceedings), that *The Globe*, Mr. Langton, and Doctor Wilson charged Doctor Ryerson with originating the expenditure on Scholarships. Not only did neither Doctor Wilson nor Mr. Langton make any such charge, but Mr. Langton expressly stated to the Committee (Question 476,) that Doctor Ryerson's Motion had no such effect.

I will now compare this statement with what in done in other Universities.* With the University of London it is not easy to make a comparison, as its arrangements differ from ours in two essential particulars. 1st. The University of London was founded for the purpose of giving scholastic honours to Students in a great number of Institutions already existing on their own Endowments, and others which might be founded. The State only proposed to provide an organization for the encouragement of learning, and not for the support of either Teachers, or Students. In Canada, on the other hand, both objects were contemplated. Scholarships, therefore, many of which already existed in the separate Colleges, were, in the University of London, a secondary consideration. 2. Their scholarships are tenable for two, or three, years, whilst ours must be competed for annually. As our Course, therefore, is one of four years, to institute a fair comparison with the usual English system, our sixty Scholarships should only count as fifteen, or theirs should be increased in proportion to the number of years for which they are held. Strictly speaking, they have only nine Scholarships; but there are eight Exhibitions, ranging from £30 to £40 sterling, which are the same thing under another name. But there are always forty individuals holding the seventeen Scholarships and Exhibitions, and it is the same thing for our purpose, whether a Student upon examination obtains a Scholarship and holds it for three years, or whether he has to contend at the end of every year for the continued possession of it. With this explanation, it appears that in the University of London, forty Scholarships are held by about 400 students, or by about one in ten, and at a cost of about $20 per Student,—a much less proportion than with us, but by no means at so much less a cost.

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*In his reply to the Committee, Doctor Ryerson has several paragraphs headed "Mr. Langton's mistatements," "Mr. Langton's misrepresentations," etcetera, endeavoring to show that there is no analogy between the Toronto Scholarships and those of other Universities. In each case, however, Mr. Langton, has distinctly shewed wherein the differences consisted. They are principally threefold:

(1.) In all the older English Universities, the Scholarships are held for a certain term of years; in the Queen's Colleges alone, they are competed for annually as at Toronto, a system which has this advantage, that it requires the Students to keep up their acquirements, and does not permit them, as is too frequently the case in England, to relax their exertions upon obtaining the prize. This difference, however, has been taken advantage of to magnify the apparent number of Scholarships established by the University of Toronto, as the eight Scholarships annually offered for Undergraduates in Arts, count as thirty-two separate Scholarships, whereas on the other system, at the same cost, they would only count as eight. Thus also, a Student who annually succeeded in obtaining a Scholarship throughout his Course, is said at Toronto to have taken five Scholarships; but in England he would only have been said to have gained one, which he would have held for five years.

(2.) In the British Universities, the Scholarships are principally attached to a College, and not to the University. Here, also, the advantage is in favour of the system adopted by the University of Toronto, as, on the former plan, the competitors are limited to a comparatively small circle, whereas, on the latter, the Scholarships are open to all attending the University. The Oxford Commissioners have proposed to remedy this, by making all the Scholarships, (although still attached to the Colleges,) open for competition to Members of other Colleges, which, in a few instances, was already the case. It is difficult to see in what essential particular these differ from University Scholarships.

(3.) In the British Universities, many Scholarships are limited to "founder's kin," to certain Schools or to certain Counties, as was proposed in the original draft of the Statute for the University of Toronto. Of late years, however, the Universities and Royal Commissioners have endeavoured to abolish this exclusive arrangement, and to throw them all open unreservedly.

Doctor Ryerson, however, has imagined a further distinction, videlicet: that the British Scholarships are not founded by the State, but by individual benefactors. Now, the University Endowment here was created by George III., as that of Dublin was by Queen Elizabeth, and those of the two principal Colleges at Oxford and Cambridge by Henry VIII., whilst the Queen's Colleges, Ireland, and the University of London, were endowed by Queen Victoria. Many of the minor Colleges at Oxford and Cambridge, also owe their funds to royal, or quasi-royal Benefactors; and, if these Endowments have been also largely increased by individual beneficence, it only affects the question to this extent, that the original foundations have hitherto tied the hands of the University Authorities, and have rendered it necessary for the State, which did not originally provide the Funds, to interfere for their beneficial application. The question is not an antiquarian one of the origin of each Scholarship; but the Legislature, having endowed a University in Canada, with all the necessary aids to its successful operation, which in England were partly provided by private Benefactors, the simple question arises,—are these aids extravagant, as compared with those afforded to the Students in the English Universities? and the comparison shows that they are not. It shows, moreover, that the Oxford Commissioners recommend that the old foundations, private and royal, shall be so far diverted from their original purpose, as to increase the appropriation for Scholarships far beyond what is provided at Toronto, at the same time rendering them open to all, so as to make them closely analogous to University Scholarships, which are the only ones the foundation of which is authorised by the Charter of the University of Toronto.

Doctor Ryerson further objects to the fairness of Mr. Langton's quotations from the Oxford Commissioners, inasmuch as the Section from which his extracts are made is headed, "Application of College Revenues to stimulate and reward those who have not yet entered the University," inferring that these Scholarships are, therefore, something quite different from those gained by the Toronto Students during their course through the University. It is astonishing that a person occupying Doctor Ryerson's position should descend to so petty a cavil. In the previous Section, the Commissioners have been treating of Fellowships, the rewards offered to persons who have completed the University Course,—the aggregate annual value of which is stated by Doctor Jewitt, (Evidence page 34,) to be £108,000, sterling, but to which in Canada we have nothing analagous except five Bachelor Scholarships tenable for one year. In the next section, they treat of Scholarships, or the rewards held out to those entering the University, and destined to aid in their support whilst prosecuting their studies, and they head is as above quoted. The Scholarships there spoken of are in their objects precisely similar to those established by the University of Toronto, that is, they are designed to stimulate and reward industrious Students, and to make a University Education accessible to such good men as would otherwise be unable to afford it; but those at Toronto have the advantage of keeping up the stimulus throughout the Course by Annual Examinations.

A case much more nearly resembling our own is to be found in the Queen's University, Ireland. The circumstances of the two Countries are not very dissimilar. The comparative poverty of the Country, the general absence of good Endowed Schools, which form such a remarkable feature in the educational position of England, and the great Denominational differences which exist there, are all strong points of resemblance, and dictated the same policy, of not only establishing a central University, but of endowing here one, and there three Colleges, entirely free from Denominational influences. The recent origin, also, of both Universities, is favourable to a fair comparison. The only difference, so far as relates to the subject immediately before us, is, that here the Scholarships are founded by the University, and may be held by the Students of any College, or even by a person attending none, whilst there, each Endowed College has its own set of Scholarships. I think there can be little doubt that, in this respect, ours is the better and more liberal system. In each of the three Colleges, there are, endowed by the State, ten senior Scholarships of £40, and forty-five junior ones, ranging in value from £15 to £24. They are annual, and, as with us, are not all necessarily awarded. I have not found perfect Annual Returns from these Colleges, and from Galway none, which give the Scholarships in a reliable shape; but I subjoin a Statement for the last two years I can find for the Colleges at Cork and Belfast, in a similar form to that which I have given for the University of Toronto:

	Year.	Scholarships Awarded.	Number of Competitors.	Proportion.	Cost.	Cost per Student.
Cork........	1856	44	144	1 to 3.27	$6,944	$48
Cork........	1859	47	125	1 to 2.66	6,792	51
Belfast......	1857	51	153	1 to 3.00	Cost not given, but as the Endowment is the same, it must be in a very similar proportion.	
Belfast......	1859	48	159	1 to 3.53		

I find also a Return from all the three Colleges, giving the number of their Students holding Scholarships and Exhibitions, for every year, from 1850, including, apparently, the Exhibitions given by the University. I subjoin the substance of it at three periods, to show the increase of Students, and the decrease of cost per head, as compared with us:

Three Colleges, 1850	132	220	1 to 1.66	$74
Three Colleges, 1855	156	307	1 to 1.96	57
Three Colleges, 1859	153	385	1 to 2.51	50

Thus, it will be seen, that even at the commencement, the comparison was a little in our favour, and that we, in five years, have reduced the proportion to one in 4½, and the average cost to $30, whilst they in ten years have only reduced them to one in 2½ and $50.

It may be useful to institute a similar comparison with the older Universities, although the data are not so accessible, and the circumstances are more various. At Trinity, Dublin, it will be seen, from the Calendar of 1857, that there are 70 Scholarships on the Foundation, 107 Scholarships and Exhibitions not on the Foundation, and 30 Sizarships. As in the other older Universities they are not competed for annually, but the number of Scholarships, Exhibitions and Sizarships held are 207 amongst about 850 Students in 1857, but the number more generally exceeds 1,000, or about 1 to 5,—nearly the same proportion as with us last year; whilst the annual value, which varies somewhat, may be set down as £7,500 sterling, or, on the average, $36 per Student, a not very dissimilar proportion.

From the Report of the Royal Commissioners, who themselves could not always obtain reliable information, it appears that, at Cambridge, including the Colleges and the University, there are about 645 Scholarships, or one to about two Students. The cost is not accessible except for Emmanuel College, which, having no fixed Scholarships, divided annually £1,000 sterling, amongst about 80 Under-graduates, or about at the rate of $60 per Student. This statement, however, as well as that for Trinity, Dublin, cannot be exactly compared with us, as most of the Scholarships are tenable for some time after graduation, and many are of inconsiderable value, and two, or more, may be held by the same individual. But on the other hand, the statement for Cambridge does not include Exhibitions and Sizarships, which are very numerous. St. John's College alone, with from 200 to 300 Under-graduates, has, according to the Commissioners, 124 Scholarships, and besides this, according to the Cambridge Calendar, about 100 Exhibitions, one of which is worth £100 a-year, and four are worth £70; and it is to its wealth in this respect that it mainly owes the distinction of producing even more high Honour men, many of whom are from the humbler classes, than its great rival, Trinity.

At Oxford, the information is more precise in some respects, and more capable of comparison with ourselves, as the number of Under-graduates holding Scholarships is given, as well as the total cost. In the statistical Table appended to Mr. Heywood's edition of the recommendations of the Oxford Commissioners, the number of Undergraduates "on the Foundation," which will include most Scholars, but not Exhibitionists, is given as 233, and the whole number of Undergraduates as 1,222, or one in 5¼, and the value of their stipends is given as £8,700 sterling, or at the average rate of $31 per Student. This, it will be perceived, is just the average rate in the University of Toronto in the year 1859, but the Royal Commissioners do not think even this enough. Their Thirty-fifth recommendation is: "That any surplus remaining, after making due provision for the Fellows, should be applied to increase the number and value of Scholarships, and that no Scholarship should be of less amount than £50 a-year." In the body of their Report, (page 94, *et sequitur*, Heywood's edition), they enter upon this subject at large; they say: "We are of opinion that it is a matter of the highest importance, that Scholarships should be augmented where they are of inconsiderable value, and that they should also be greatly increased in number." "To the effiicency of the Colleges, open Scholarships, to supply good learners, are as essential as open Fellowships [in Canada, we may substitute as liberal Salaries,] are to supply good Teachers. Some judgment of the influence of open Scholarships on the utility and honour of a College, may be formed from the amount of University distinctions obtained by the several Colleges. It will be found, that they more nearly correspond to the number of the open Scholarships offered to Undergraduates, than to the other merits and advantages of the respective societies." Then follow the changes they recommend in the several Endowments, and they add: "By these simple changes we calculate that nearly 500 Scholarships of the value of £50 a-year or more, besides rooms, might be provided, of which at least 100 would become vacant annually." Supposing that these Scholarships were so arranged, as with us, that the fortunate Candidates had to contend annually for the retention of them, instead of holding them for five years without further competition, the whole 500 would be competed for annually by about 1,200 students, or they would be about as 1 to 2½ Students, at an average cost of $100 per Student, as compared with ours last year, 1 to 4½, at an average cost of $30 per student, which Doctor Cook would further reduce to a sum which, even if our Students never increased beyond the present number, would only be $10 per Student.

I must apologise for the length at which I have treated this subject, but it is one of vital importance, and even more so, perhaps, in this Country than in England. The University Act authorised the Senate to endow Scholarships for the aid and encouragement of Students, and that it was no niggardly Endowment that was originally contemplated is shown by the intention expressed in the Bill to endow two for each County in Upper Canada. This clause was withdrawn, principally at my own instigation, not because it was excessive in amount, but because it was falling back upon the old idea, which was being abandoned in England, of close Scholarships. The Senate, therefore, created these open Scholarships, more truly open than those recommended by the Oxford Commissioners, inasmuch as, though obtainable by any one, theirs can only be held in a particular College, whilst ours,—be it said once for all, in spite of the repeated assertions of different Witnesses, that they are intended to lure Students away from the minor Colleges,—are unconnected with any College. A Student of Queen's, or Victoria, may hold one, if he can obtain it, and may continue to pursue his Studies there; or a young man who can come up to the standard may hold one, whether he belong to any College or not, and many are so held. All that we require is that he shall compete with the whole Province before us, and that he shall proceed to his Degree in the Provincial University, from whose endowment he has benefited.*

I have now gone through the principal items in which we are accused of having misappropriated the University Endowment, and I am quite content that the Committee shall judge between us. Some minor items are also instanced, as a Commission of Inquiry, with which the University had nothing to do; and Incidentals, an item ingeniously made up by combining the Contingent Expenses of managing the Endowment with the Incidental Expenses of the University and College, although given separately in the Accounts. Many of the minor items are exceptional in their character, and others have been reduced. If any remain which are excessive, let them be reduced also; but let not the efficiency of the teaching Staff of the College, and the power of the University to reward and encourage meritorious Students, be impaired.

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*In his reply, (page 40, Committee Proceedings,) Doctor Ryerson has a paragraph, the heading of which designated the Toronto Scholarships as a shame and an insult, and of a pernicious character; and the shame and perniciousness from the body of the paragraph, appear to consist in their being mostly awarded for excellence in special departments, as two for Classics and two for Mathematics throughout, and, in the later years, one for each of the following subjects: Modern Languages, Natural Sciences, Ethics, Metaphysics and Civil Polity, and Oriental Languages. Now this is exactly what is done in the London University and Queen's Colleges, Ireland, where all the Scholarships, Exhibitions and Prizes are appropriated to special subjects; and Doctor Ryerson himself, (page 37 of Committee Proceedings), quotes with approbation from the Cambridge Calendar, that more than half of the Prizes are given for the encouragement of Classical Literature. If, on the older foundations, Scholarships are not more generally awarded for proficiency in special subjects, although many of them are so, it is that the old University Course was itself almost restricted to one, or two. But since the range of Studies has been enlarged, a change is taking place in this respect. The Cambridge Commissioners, in a Draft Statute for Trinity, have proposed to devote some of the Scholarships to special subjects, and at Oxford, Christ Church, Magdalen, and Baliol, have already done so. It is also worthy of notice, that of the Scholarships proposed to be founded by the New Brunswick Commissioners, of whom Doctor Ryerson was one, all but two are for special subjects (NOTE.—For this New Brunswick Report, so often referred to, see a Chapter further on.)

As for the objection that the Examinations, upon which the Scholarships are awarded, are on "subjects not included in the ordinary Collegiate Curriculum," it only shows Doctor Ryerson's ignorance, either of the practice of the University of Toronto, or of what is essential in such an Examination. With the exception of Oriental Languages, which are optional throughout, as they are made so in all Universities, no Scholarship is given for any subject which is not included in the regular Curriculum; but in each subject to award Honours and Prizes, you must go deeper into the Examination, and besides all the ordinary work, you must require branches of the subject, and Books, which are not demanded from Candidates who are not aspirants for Honours. In the older Universities the Scholarships are generally awarded on a special examination, for which Students may offer themselves, or not, as they please. At London and Toronto they are awarded for proficiency at the Annual Examinations, where all must present themselves, but, in either case, it is, and necessarily must be, the practice of every University to require from Candidates for Honours and rewards, more extensive knowledge of the subject than from those who merely desire to pass, whether this be ascertained by a separate paper, or by separate questions in a paper, submitted to all.

Comparative Expenditure of the University of Toronto and other Universities. Doctor Ryerson, who does not go into details, gives a comparative statement of the expenses of different Canadian Educational Institutions.* I have not attempted to verify all that Gentleman's figures. When I found the University Income stated at $81,000, by mixing up Upper Canada College with it, and ignoring the expenses of managing our Endowment; and a salary of £125 a year to the Bursar of Trinity, compared with the Staff necessary to manage our Landed Property;—when I saw the Incidental Expenses of the same Institution called $386, whereas they were £386, and its total Expenses per year set down as $7,526, whereas the statement published in the *Journal of Education* for January gives them as $16,744, and that expressly excluding $1,380 for Scholarships which are chargeable on the General Fund, besides which there are others to the amount of $2,820, which are specially provided for;—when, proceeding to the next item, I found Victoria was set down as $6,000, whilst Doctor Green has shown that the Salaries alone are $7,600—I gave up the attempt as useless. I will, however, subjoin a comparative statement, which I hope will be found more accurate, of the expenditure of the Provincial University and College in Canada, and the analogous establishments in England and Ireland.

In comparing the University of Toronto with that of London, I have excluded in the former the cost of Buildings, and the formation of the Library and Museum, there being nothing analogous to this in the latter; nor is there any necessity for them, as the British Museum is free to all, and is, in fact, frequented by Students to an extent embarrassing to the Officers in charge:—

	London, from Estimates of 1857.	Toronto. 1859.	Toronto average since 1854.
Salaries, including Servants	$ 5,010	$3,026	$2,967
Examiners	12,459	1,760	1,957
Scholarships, Medals, and Prizes	5,429	6,417	5,067
Incidental	2,307	2,624	2,831
	$25,205	$13,827	$12,812

Of these amounts, as I have before stated, $6,324 is estimated to be paid by Fees, but, even deducting them, the portion of the expense paid by the State very much exceeds ours.

I find by a Parliamentary Return of 1859, that, exclusive of the Buildings, which were otherwise provided for, the Queen's University and Colleges in Ireland cost the Country for the last year £26,930, or $131,000, which is only a trifle more than the average since 1851. This is about three times the cost of the University and University College in Canada, for the same period, and with the same exclusions, but they had not quite double the number of Students, videlicet:—385 to 196.

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*It appears from the evidence that Doctor Ryerson is not the original author of these errors, having obtained his figures from the Reverend Mr. Poole; but he assumed the responsibility of them, by making them part of his Statement before the Committee, and even now he reiterates them. In his Speech before the Conference at Kingston, (page 15 of Committee Proceedings), he makes an attack upon Doctor Wilson on this ground, and states that the clerical error of putting dollars, for pounds, in one item, is the only error in the whole Table. This is a cool way of escaping from as monstrous a specimen of Mr. Poole's statistics as even his enumeration of the Salaried Officers of the University. Give Mr. Poole the benefit of his clerical error, which only makes a difference of $1,158; is there no error in calling the expenses of Victoria $1,600 less than Doctor Green says the Salaries alone amount to? Is there no error in setting down Trinity as $7,526, when the very document from which he got his information distinctly states its expenditure to have been $18,124, besides some Scholarships specially provided for? Is there anything like truth, or fairness, when Mr. Poole, in striving to exculpate himself, (Questions 503, 504), says that it was his object to state the amount of salaries only, with two selected items in Trinity College, whilst he compared this with all the expenses of the University of Toronto and University College, including items purposely omitted from the other Colleges, and saddling it moreover with the Bursar's Office, and an entirely different Corporation, Upper Canada College?

The different items of the Expenditure are not so easily accessible, and cannot be compared separately, as the Scholarships there are included in the Colleges, and the Libraries are provided for, not by a definite appropriation, but out of an Annual Grant. Suffice it to say that each College receives £8,600 sterling a year, or $41,850, and the University about $11,000. The larger items of Expenditure, for Examiners and Scholarships, have already been compared, and the only other large item, the cost of the Professorial Staff in each College, is nearly the same as our own. At Cork, in 1859, it was given as $24,820, besides Tuition Fees; with us for the same year it was $24,480, with no Fees except from occasional Students. Other Fees have been almost abolished, as with us, the Government having increased the former Grant by £1,600 sterling, in lieu of them.* This sum for Salaries, however, includes the Professors of Law and Medicine, amounting together to £700 sterling, or $3,406, so that the amount paid to the Professors in Arts is about $3,000 less than with us, but the amount estimated for Fees from Matriculated Students, upwards of $2,000, brings them nearly to the same. It is also to be remarked that the Salaries paid are very low, as compared with other similar Institutions elsewhere, and that this evil has notoriously resulted from it, that their most efficient Professors are constantly drafted into other better Endowed Institutions.

(4.) Standard of Education in the University of Toronto.

I now come to the fourth charge against the University, insisted upon principally by Doctor Ryerson, videlicet: that the standard of education has been lowered. This charge divides itself into three several heads, (1) that the Examination for Matriculation has been reduced; (2) that an unprecedented number of Options has been introduced; and (3) that the standard for a Degree has been lowered.

Matriculation. A definite Course of Study having been laid down in a College, the object of a Matriculation Examination is to ascertain that a Student presenting himself is far enough advanced to enter upon that Course; if not, either the other Students would be impeded in their progress, or he would be neglected. The Matriculation Examination must, therefore, be adapted to the Course of Study in the College, but the Course in the College itself must be made to harmonize with the education which can be obtained out of its doors. If the Colleges commence at too high a standard for the Grammar Schools, most of the youths must be debarred from entering it at all, or another evil will follow, that not only the Examination for Matriculants, but, as a necessary consequence, the earlier years of the College course itself, will become a mere paper scheme, which is not acted upon in practice. The real standard for entering the University, whatever it may be in theory, must be based on the standard of the Grammar Schools of the Country. If that should be low, you must not sink the Colleges to their level; but you must not place them so far out of reach as to make the entrance into them hopeless. It is a somewhat delicate process to make the adjustment, and, in a growing Country like this, it will require an unfrequent vision. The Colleges should certainly not commence above the standard of the best Grammar Schools, but they should be quite in advance of that of the inferior ones; and as these Schools improve, the standard of entrance to the Colleges may be raised, first by increasing the difficulty of the Honour subjects, and then by adding to the qualifications required from all Students, and, before long, we may, perhaps, return to a three years' Course. Some excellent Grammar Schools we no doubt have, and I have no doubt but that they will continue to improve; but it is notorious that, if a much higher Matriculation Examination were prescribed and acted on, the young men from many parts of the Country would be altogether excluded from the University, unless their Parents were able to afford to send them for preparatory training to Upper Canada College, or some other superior Grammar School. In confirmation of these views, I would appeal to the valuable evidence of Doctor Cook,* as to the impossibility of establishing a Matriculation Examination which is not in harmony with the capabilities of the Grammar Schools, and in his earlier Statement he shows the necessity of having Tutors in the Colleges, as well as Professors, for the purpose of bringing forward those who are deficient in particular branches. Doctor Ryerson asks, why this complaint of the inefficiency of the Grammar Schools was not made before? The answer is that it was made, and no complaint with regard to the old University was more frequent, than that its high standard of entrance practically confined its benefits to a favoured Class. With the object of remedying this evil, the new University added a year to the Course of Study, so as to complete in the University what had been left unfinished in the Grammar Schools. But says Doctor Ryerson, "they did not, at the same time, lower the entrance Examiation, except by leaving out one Book." It is true they did not, but there were not wanting a large number of the Senate,† including Doctor Ryerson, who contended that this was a mistake, and that the object of adding a year to the Course was not fully accomplished without a further reduction; and when a fitting opportunity occurred, the change was made to harmonise with the new arrangement. Doctor Ryerson says that the Grammar School Act forbids the employment of any person not a Graduate, or who has not been examined in all the subjects of our Matriculation, both for Pass and for Honours; but does he mean to say that they, in fact, do pass such an examination, and are competent to teach the subject?‡ I hope the Committee will call for the Grammar School Inspectors, who can tell them what chance the mass of the Grammar School Pupils, and even a great many of the Grammar School Masters, would have of passing the common Matriculation Examination only, even as at present established. As for myself, I have now had experience of four Matriculation Examinations, and can answer for the test being strictly applied, except, perhaps, in Latin Composition,¶ which has been much neglected in our Grammar Schools; and, from the difficulty that many of the Students, even from Grammar Schools of some repute, experience in coming up to the mark, I am not surprised at the complaints which were formerly made, that King's College was practically closed to the bulk of the people.

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*It is made a charge against the University, that Tuition Fees have been abolished, (Question 268.) It is singular that, in the model University proposed by Doctor Ryerson to Mr. Hincks, in 1852 the Lectures of the Professors were to be free.

It is stated in the Memorial of the Methodist Conference, that the standard of Matriculation is below that of other Universities. I will proceed to show, confining myself for the present to Greek and Latin, the department complained of, that although it is below that in the old University,—because, as I have explained, that was too high,—it is not below those which we may well take, and, by the law, are directly instructed to take, as our models. At Oxford and Cambridge, there is, properly speaking, no Matriculation Examination in the University, though there is in some of the

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*The Reverend Provost Whitaker also says, Question 358,) "Mr. Langton justly observed yesterday, that our Grammar Schools are not like those at Home; and I quite agree with him in his paradox, that the Students must fix the standard of Examination themselves."

†Doctor Ryerson states that he never was in favour of reducing the Matriculation Examination. Let him have the benefit of the denial, though there are many persons who have a different recollection. It is not true, however, as stated by Mr. Poole, (page 10 of Committee Proceedings,) that he recorded his vote against the reduction, March 4, 1857. That vote, as explained in the evidence, (Question 454,) was upon another Statute, for abolishing Matriculation in the University, and transferring it, as in Queen's University, Ireland, to the Colleges. That Statute was afterwards dropped, and the existing Statute was only introduced on March 26th, and carried without a division.

‡Doctor Ryerson, in his reply, produces the names of about a dozen Grammar School-Masters who are fully competent for their important functions, which is readily admitted by every one; but the inferior condition of the seventy-five Schools as a whole, from the inadequacy of the remuneration, is as universally acknowledged. The following are Doctor Ryerson's own observations upon the subject, in his Letter to the Chancellor, dated March 23rd 1587, and published in the Evidence before the Committee, [page 147].—"One of the most pressing wants of the Grammar Schools is that of duly qualified Masters. Several of the Schools are now closed, on that account, the Boards of Trustees being unable to procure Masters qualified accordingly to law. In some of them the Masters now employed would not be eligible, had they not been engaged before the passing of the present Grammar School Act."

¶Latin Composition is, perhaps, the best test of scholarship, not only as a proof of an accurate knowledge of the Grammar of the language, but as requiring the Student to possess a vocabulary, which can only be obtained by a tolerably extensive course of reading. In the present state of our Grammar Schools, it would be hopeless to expect much proficiency in this exercise from Students entering the University. Even at Oxford, at the final examination for a Degree, Professor Walker says, "If decent Latin writing should be insisted upon, the number of failures would be more than quadrupled." (Oxford Commissioners' Report, Appendix K., page 72.) And Doctor Peacock makes a similar remark with regard to Cambridge.

Colleges. Generally speaking, nothing is required but the Certificate of a Graduate, probably his Schoolmaster, that a Student is competent. I am not aware of the precise requirements of any of the Colleges at Cambridge, (at my own there was no examination,)[*] but the Oxford Commissioners state what is required by the best Colleges at Oxford, videlicet: some facility in Latin writing, and a fair acquaintance with the grammatical principles of Greek and Latin. To this is now generally added Arithmetic, and a portion of the Elements of Euclid,'' page 276. They, however, recommend that a Matriculation Examination should be established, somewhat similar to that now called Responsions, which is passed between the 3rd and the 7th Terms, and the subjects at that Examination are, one Greek Author and one Latin Author, to be selected by the Student from a list given, and translation into Latin prose. The Authors we require occur in this list, but they must take more of them, as both the Jugurtha and Catiline of Sallust, and four books of the Anabasis.[†] We, however, require two Latin Authors, and it must be remembered that the Commissioners do not contemplate a strict Examination; for, in answer to the objection that the standard must be made so low as to exclude almost none, they recommend that good answering in one subject may excuse insufficiency in another.

At Cambridge, the Examination corresponds to the Responsions at Oxford, and the only substitute for a Matriculation Examination, consists of one of the Gospels in Greek, Paley's Evidences, and one Greek and one Latin Author, which were, in the year when I passed the examination, one book of Homer, and one book of Virgil; and for the present year, the Sixth Book of Virgil, and the last of the Anabasis.

In the University of London, which was proposed as our model, they require, together with translation into Latin, one Greek, and one Latin Book, selected annually from a list given, in which list appear all the three Books we require, and the same quantity of each. Our Examination is, therefore, if the number of Books be taken as a test, higher than theirs.

In the Queen's University, Ireland, the Matriculation is conducted in the Colleges. I have not been able to find the subjects at Galway, if there be such an Examination there; at Belfast, it is two Greek and two Latin Books; at Cork, it is the first book of the Anabasis, and first Book of Virgil—two of the three Books we require.

Doctor Ryerson, whilst quoting the recommendation of the Commissioners, that the Matriculation Examination should not be reduced below what it is, and he laid upon the Table the Course at Belfast, which is rather higher than ours. Why did he not also submit that of Cork, which is rather lower? Both, no doubt, were right, being guided by the qualifications of the Schools they had to deal with, and both were equally alluded to in the recommendations of the Commissioners.

I think that I have thus satisfactorily shewn that we, even with the imperfectly organized Schools of a New Country, require from our Students at entrance, as much as has been thought advisable even in England, with all the facilities for acquiring Classical knowledge, which its numerous and long established Schools afford.*

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[*] Latterly there has been a Matriculation Examination at Trinity, Cambridge, slightly more difficult in Classics than at Toronto, videlicet; Cicero de Amicicia and de Senectute; Virgil Æneid, Book I.; Homer, Book I.; Xenophon Memorabilia, Book I.; but it is to be observed that Doctor Whewell, the Master of Trinity, objects to a Matriculation Examination in the University, and states the objects of the Examination in the College to be principally useful in turning the attention of the Tutors to deficiencies in the Students who may nevertheless be allowed to pass.

[†] The Reverend Mr. Ambery is quoted by Doctor Ryerson, in his reply, as stating that his Examination, to which it is proposed by the Commissioners to assimilate the Matriculation Examination, is about equal to that for an ordinary Degree at Toronto. At Oxford, a list of Books is given, from which the Candidate himself selects those he will be examined in. If from the list given for Responsions a Candidate deliberately selects the most difficult, Mr. Ambery's comparison may be true; but if he selects the easier ones, which he has a perfect right to do, there can be no question as to the greater difficulty of the Books required at Toronto,—not to mention that it is a single examination at Oxford, and the last of four consecutive ones at Toronto. Compare, for instance, four Books of the Anabasis, at Oxford with a play of Euripides and a Book of Thucydides, at Toronto; or Sallust's Catiline and Jugurtha, with Tacitus Germania and Agricola, and four Satires of Juvenal.

In Canada, at Trinity College, which is certainly not inferior in its appreciation of Classical learning to Victoria, or Queen's, the Matriculation Examination is substantially the same as our own, but rather lower, only requiring two Books to our three. As to the Colleges in the United States, I am unacquainted with the measure of strictness with which their Examination is applied; but this I will say without any fear of contradiction, that if as the italics of the Pamphlet of the Methodist Conference imply, that they expect a lad upon leaving School to have read the whole of Virgil, and the whole of Cæsar, his time would have been much better employed in learning something of other Authors. To any one acquainted with the subject it bears upon the face of it the stamp of a paper Programme, as much as does the whole of Livy and the whole of Herodotus, as a part of the first year's Course at Victoria College.†

Options permitted in the University. Upon the subject of the Options permitted in the University of Toronto, Doctor Ryerson is very decided. His argument is this, in the main features of which he is supported by Doctor Cook, "that a University Course is

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*Upon this subject the following evidence was given by Mr. E. A. Meredith, Assistant Provincial Secretary, and a Medalist, and a Scholar of Trinity College Dublin:

Question 524.—Have you compared the Matriculation Examinations of the University of Toronto with those prescribed in other Universities, and what is your opinion of their comparative standards?—I have compared it with the Matriculation Examinations at Cambridge, London, Cork, Belfast, and Dublin. It seems to me to be about equal to Cambridge, rather greater than London, greater than Cork, less than Belfast, and less than Dublin..

Question 537.—State the subjects of Matriculation examination in each of the Universities and Colleges referred to in your Answer to Question Number 524?—The following are the subjects for the ordinary, or pass, Matriculation Examination, in the Universities mentioned, namely:

NAME OF UNIVERSITY OR COLLEGE.	SUBJECT OF MATRICULATION EXAMINATION.			
	Greek.	Latin.	Latin Composition.	Other Subjects.
1. University of Toronto.	Xenophon, Anabasis, Book I.	Sallust, Catilina, Virgil, Æneid, Book I.	Translation from English into Latin prose.	Elements of Mathematics, History and Geography.
2. University of Cambridge.	Xenophon, Anabasis, last Book, Gospel of St. Mathew.	Virgil, Æneid, Book VI.	No Composition.	Elements of Mathematics, Paley's Evidences, and History.
3. University of London.	Xenophon, one Book.....	Horace, two Books of the Odes.	No Composition	Elements of Mathematics and Natural Philosophy; History and Geography, French, or German.
4. Trinity College, Dublin	*a* Homer Iliad, Books I., II., III.,; New Testament, four Gospels, and Acts of the Apostles.	Virgil, Æneid, Books I., II., III., IV., Horace, Odes.	Latin Composition.	English Composition and Arithmetic.
5. Queen's College, Cork.	Xenophon, Anabasis, Book I.	Virgil, Æneid, Book I.	Re-translation into Latin of parts of Cæsar.	Elements of Mathematics.
6. Queen's College, Belfast	*a* Homer, Iliad two Books. Xenophon, Anabasis, two Books.	Virgil, Æneid, Books I., II. III., IV.. Livy, Books I., II	Re-translation into Latin of parts of Cæsar.	Elements of Mathematics History and Geography.

a These Books are taken from a list of Authors, out of which the Candidate is allowed to make his selection, or from which a selection is made by the College Authorities during the preceding year.

†The Commissioners who reported upon the Constitution and Studies of King's College, New Brunswick, at the end of 1854, which Report was stated by Doctor Ryerson to be drawn up by himself, recommend that the standard for Matriculation shall be similar to that established in the University of Toronto. It is remarkable, however, that when they came to give the detail in Schedule A. of the Draft Bill, they omit from the Toronto subjects, as they then stood, one Greek Book, the Elements of Natural Philosophy, the Elements of Chemistry and French, which is exactly the difference between the present Matriculation at Toronto and that established in 1854. (NOTE.—For the New Brunswick Draft Bill, see a further Chapter.)

not intended to be adapted to the tastes and capacities of the various Students, but "to discipline the powers of the mind by a common course of application and exercises, sanctioned by the experience of ages, and for which Utopian experimenters have found no substitute, any more than they have found a substitute for ordinary food and exercise requisite for physical development and discipline,"—the two subjects for which no substitute can be found being Greek and Latin and Mathematics.* Now, I am far from undervaluing these two studies, which, when I was at College, were the only recognized subjects of an Academical Course,—the former more particularly, as a means of mental discipline, and the latter far more for its practical utility. But there have not been wanting men of the highest position in the intellectual world, who have argued that they were, not merely, not the only, but not even the best Studies, for forming the mind; whilst the practical utility of many new subjects has been gradually forcing them into the established Studies of the Universities. There has been also a growing conviction, that from the narrow limits of the Studies of our Public Schools and Universities, they were not fitting men for the actual business of life. The whole tendency of educational reform, for the last thirty years, has been in this direction, and if the transactions of this Committee ever find their way into the hands of persons interested in such subjects at Home, it will raise surprise in their minds, that the exploded systems of Europe are finding refuge in the new world, and that a new dynasty of Latin and Greek is sought to be raised up in the Universities of Canada. (NOTE. See Mr. Adams' opinion on this subject in Chapter X).

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*Mr. Langton, it appears, has gone into considerable detail upon this subject, and has quoted largely from the Oxford, Cambridge, and Irish Commissioners, in order to show the latitude of individual choice, which they recommend in the subjects of academical study. He might also have referred to the opinions of certain other Commissioners, not perhaps of such authority upon University education generally; but whose recommendations cannot be without considerable weight in Canada at least, as two of them. Doctor Dawson and Doctor Ryerson, occupy prominent positions as Educationists here. This Report upon Collegiate Education in New Brunswick, which Doctor Ryerson in his evidence states that he himself prepared, recommends that the following subjects should be embraced in the General Course, which are identical with the subjects which form the Course of Study at Toronto: videlicet, English Language and Literature, Greek and Latin, Modern Languages, History, Natural History, Chemistry, Mineralogy and Geology, Mathematics, Natural Philosophy, Mental and Moral Philosophy, and Civil Polity. The first year consists of Greek and Latin, Mathematics and Modern Languages, including English. The second year of Chemistry, Natural History, and Mineralogy and Geology, together with any one of the three subjects of the first year. In the third and last year, (all the previous subjects being finally disposed of,) the Course contains only Natural Philosophy, English Literature and History, Mental and Moral Philosophy and Civil Polity. Thus Doctor Ryerson, who when criticising the Course of Study in the University of Toronto, incorrectly represents it as lowering its standard by permitting Options to commence at the end of the first year, himself recommends that in New Brunswick they should then commence. Doctor Ryerson, who denounces by quotations from Doctor Whewell, and otherwise, the severance of the studies of Classics and Mathematics, or the substitution of Modern Languages for the former, at any period of the Course, himself introduces both Options in New Brunswick at the end of the first year. Doctor Ryerson, who in his evidence at Quebec, [page 124], says: "It is only, therefore, when the foundation, common to all, is broadly and deeply laid, and at an advanced stage of the Collegiate Course, that Options are admitted in the essential subjects of a University Education; but, in no case are both Classics and Mathematics allowed to be abandoned during any part of the Course, and least of all at the end of the first year"—this same Doctor Ryerson recommends that they may both be omitted, and that precisely at the end of the first year. It is not true, as stated by Doctor Ryerson in his evidence, [page 124], "that a Student (at Toronto) may take a Degree in Honours, without performing a single exercise in either Classics, or Mathematics, after his first year;" but it is true, that according to his own scheme for New Brunswick, a Student may do exactly what he above denounces.

Doctor Ryerson's opinions upon other points have undergone a change since he framed this Report; for when the College Council in their Memorial adduced the authority of Doctor Wayland of Brown University, for the system of Options, he argues in his evidence, [page 124], that Doctor Wayland's authority is of no account, and his plan was a failure. But Doctor Ryerson, the Commissioner for New Brunswick, says that: "As the Reverend Doctor Wayland, of Brown University, at Providence, Rhode Island, stands confessedly amongst the ripest scholars and most distinguished Educationists of the age, and as he has written and done more on the subject of Collegiate and University reform than any other man in America, and as he has been specially referred to by Sir Edmund Head in his Correspondence on the subject of King's College, the Commissioners were anxious to obtain the advantage of Doctor Wayland's judgment and suggestions in regard to their contemplated recommendations." They therefore, visited Providence expressly to consult him, and having received his approbation, Doctor Ryerson says: "The Commissioners could not but be gratified by such an expression of opinion by a man, whose writings on Collegiate reform have so pre-eminently distinguished him: and who holds so high a position amongst the first scholars and Educators in America."

(Note by the Editor.—See the New Brunswick Scheme in a further Chapter.)

Old prejudices are not easily overcome, especially in Universities, which are the most conservative of Bodies, and the change has been gradual, but it has been steady; and, as new subjects have been introduced, Options, as a necessity, have followed in their footsteps. Where Classics and Mathematics, as at Cambridge, or Classics and Mental Sciences, as at Oxford, formed the staple of the University Course, no great amount of individual choice could be left to the Students; but, as the various branches of Natural Philosophy increased in intricacy and importance; as Chemistry, Geology and Political Economy assumed the proportion of Sciences, and with Natural History and Modern Languages, claimed a position as recognised subjects of Study, it became evident that no Student could give equal attention to all, and that some latitude of selection must be allowed. At first, as was natural, the old subjects retained their position, and the new ones alone were made optional. But this, also, is passing away, and the exclusive supremacy of Latin and Greek, though their intrinsic value can never be forgotten, is almost at an end.

I will not pursue the argument as to whether this has been wise, or not; I believe the Committee would prefer to learn from me what is the actual practice of the English Universities, and what are the recommendations of the Royal Commissioners for their further reform. The University of London naturally presents itself first to our notice, not only as the model proposed to us, but also as being untramelled in its action by time-honored Statutes and prejudices; I must, however, notice a difference which exists in their method of conferring Degrees, which affects the question of the Course of Study. We prescribe a four years' course; that is, the examination for the Degree of B.A., in the ordinary way of proceeding to it, is the fourth examination after that for Matriculation, and the degree of M.A., as in the older English Universities, follows as a matter of course without Examination. In London they have a two years' course, or the Degree of B.A. is given on the second Examination after Matriculation, and that of M.A. follows the next year on a third Examination. In comparing the two Courses, we must, therefore, remember that, with them, the Examination for M.A. is the third, or final one; with us the fourth, or final one, is that for B.A.

Now, in the University of London,* the first Examination after Matriculation is extremely similar to ours, excepting that there is no Greek at all, and, as with us, no Options are allowed. The second Examination is rather above us, especially in Mathematics, and no Options are allowed, neither are they with us, except to the few who have been first-class Honour men, in either Classics, or Mathematics, or in both Natural Sciences and Modern Languages. To our third Examination they have nothing corresponding, and at their final Examination they allow any one of these three branches to be taken, videlicet: Classics, Mathematics, or Mental and Moral Sciences; a greater license than we allow to any but first-class Honour men. But this is not all, for to meet the growing necessity of Options, they have established a new Degree, unknown before in English Universities, though existing in the University of Paris, videlicet: that of Bachelor and Doctor of Science. A Student offering himself for this Course, may, after Matriculation, *i. e.*, one year, before we permit any Options at all, and two years before we permit them to mere pass men, drop Classics and Modern Languages altogether. At the second Examination, he may drop pure Mathematics altogether, and at the final Examination, that for Doctor of Science, he need only take one of no less than sixteen Options. The extent to which the different branches of Science are subdivided in this scheme, may be conceived from the fact, that Organic and Inorganic Chemistry are distinct branches, and so are Geology and Palæontology. Nay, the several branches are again subdivided into principal and subsidiary subjects, and he is to have a thorough knowledge of the one, but need only show a general acquaintance with the other. Thus, a Candidate selecting Mathematics as his branch, may take pure Mathematics as the principal subject, with only a general knowledge of applied Mathematics, or *vice versa*. The Committee, therefore, can judge for themselves, how far Doctor Ryerson is borne out in his assertions, that "it is not the object of Collegiate Education to minister to individual tastes," that "in English Universities, Natural Sciences are not admitted as a substitute for Mathematics," that "in no case are both Classics and Mathematics allowed to be abandoned during any part of the Course," and that " there is not a University, or College, in Great Britain, that would not scout the idea of conferring a Degree on such terms."

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*In his reply, (page 36 Committee Proceedings.) Doctor Ryerson heads a paragraph, "Mr. Langton's misquotations in regard to London University," but gives exactly the same account of the two Examinations for the degree of B.A., excepting for his amusing mistake in supposing that the two years' course means two separate degrees of B.A. At the two first Annual Examinations after Matriculation, no Options are allowed; they commence at the third year, which is the final Examination in the Faculty of Arts. So also do they practically commence at the third year in the University of Toronto. Much misrepresentation has taken place in that respect. The rule for the second year is this:

"A Candidate for Honours in any department, who has obtained first-class Honours in the University, in his first year, either in Classics, or Mathematics, or in both Modern Languages and Natural Sciences, is not required in other departments to pass an Examination in any branch, in which he has already been examined in his first year; but, having only been examined in pure Mathematics in his first year, he must also take applied Mathematics this year."

Now the effect of this rule is, that a Student who has taken first-class Honours in either Classics, or Mathematics, need not take a second Course of Modern Languages, or of Chemistry, or of Natural History, and several have availed themselves of the Option. But, with the essential subjects of Classics and Mathematics, the case is very different. Mathematics cannot be omitted in the second year, by any one, and Classics only in two cases: 1st, by a Student who has taken first-class Honours in both Modern Languages and Natural Sciences, a contingency which has never occurred yet; and, 2nd, by a Student who has taken first-class Honours in Mathematics. During the last five years, eleven Students have had this privilege, and only four have availed themselves of it, which is the sum total of the much talked of Option of dropping Classics and Mathematics, which is always spoken of by Doctor Ryerson as universal, and is described in his printed Evidence, as permitted "almost without limit." The real Options commence, as in London, at the end of the second year, and then only for first-class Honour men, to the extent which they permit.

At the Queen's University, Ireland, the System of Options is also permitted, although differing in arrangement from ours. At the first Examination after Matriculation, as with us, there are no Options. At the second, (one year before we permit any, except to First Class Honour men), there is an Option between Classics and Mathematics. At the end of the third year, (and herein they differ principally from us,) they take over again some branches of all departments, and it is to be observed that this is exactly the Examination which the Commissioners propose to alter. At the fourth, or final, Examination, which with them also is that for M.A., four Options are allowed. Classics, with one Modern Language, Mathematics and Natural Philosophy, English with Logic and Metaphysics, or with Jurisprudence and Political Economy, and the Natural Sciences,—any one of the four being sufficient for obtaining the Degree. In his supplementary Evidence, Doctor Ryerson has appealed to the Report of the Commissioners of the Queen's University and Colleges, and, considering the length to which his extracts from other writers extended, it is singular he should only have quoted from the Commissioners, their statement of the existing examination for B.A., and not the proposals which have been made to amend it. I will content myself, with referring to the 19th page, the perusal of which will satisfy any Member of the Committee, that they are not opposed to the System of Options, and never dreamt of the exclusive studies recommended by Doctor Ryerson and Doctor Cook. They shew that the object of the present Course contemplates "a wide and extensive general education," and that devotion to special subjects is encouraged by the M.A. Examination, and by the Prizes and Honours. They say that all the Professors are in favour of a General Course, but think the present work too much, and what they mean by a General Course is shewn by their different schemes as given in the Appendix, all of which, except one, greatly extend the System of Options. They object to all these schemes as making too radical a change, and then give the remedy which meets most with their approbation, which is a step beyond what we go in the University of Toronto, videlicet: that there shall be an Examination at the end of the second year, on the subjects of the Course up to that time, which shall be final, as far as these subjects are concerned, and that at the B.A. Examination, they need take only one of the three groups of the present B.A. Examination, given in Doctor Ryerson's evidence, excluding Latin and Greek, Mathematics and Modern Languages, which have been finally disposed of at the end of the second year.[*]

At Cambridge, the options, until quite lately, were permitted to Honour men alone, that is, all must pass the Previous Examination, the only substitute for, and certainly not more difficult than, our Examinations required for all Students.[†] The Candidates for Mathematical Honours, might then branch off, being only required to take the Theological subjects of the general Degree Examination. The Candidates for Classical Honours used to be more limited, as they could not present themselves unless they had obtained a certain standing in the Mathematical *Tripos*. This arrangement, however, was modified some years ago, and the Candidates for Classical Honours were only required to have taken a fair standing at the General Examination. Two new *Triposes* were also established on the same terms: videlicet: Moral Sciences, and Natural Sciences, a further proof of Doctor Ryerson's accuracy in stating that no British University admits of an option between Mathematics and Natural Sciences Whether the fifth *Tripos* for Modern Languages has been actually established, or not, I am not quite certain. If it has not, it most certainly will be. Upon this subject, the Commissioners make the following observations: "Another addition still more obviously suggested by considerations of utility is the study of Modern Languages. A system of liberal education cannot be regarded otherwise than as defective, if it does not afford facilities and inducements for acquiring a knowledge of the treasures of German,

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[*] Here again, Doctor Ryerson heads the paragraph of his reply, (pages 37 and 38 Committee Proceedings.) "Mr. Langton's Misquotations" and then proceeds to give the passage just as Mr. Langton gave the substance of it, and caused the Clerk of the Committee to read it at the Table; shewing, as stated above, that Latin, Greek, Mathematics, and Modern Languages, are to be finally disposed of at the end of the second year, and that at the B.A. Examination, only one of these three groups need be taken:—A. English, Philosophy, and Criticism, Logic, Metaphysics, or Jurisprudence, and Political Economy. B. Chemistry and Natural Philosophy. C. Zoology, Botany, and Physical Geography.

Such was the recommendation of the Royal Commissioners, at page 19 of their Report. From the reports of the Colleges for the year 1860, it appears that a change has actually been introduced, differing a good deal from that recommended by the Commissioners, and assimilating their practice very closely to that of the University of Toronto. It is as follows:—at the end of the second year, there is an Examination in the University embracing Classics, Mathematics, and one Modern Continental Language. Then the Options commence, and a Candidate for Honours may take any one of group A., or any two of group B., videlicet:

GROUP A.	GROUP B.
Greek and Latin.	English Language and Literature.
Modern Languages,	Logic and Metaphysics,
Mathematical Science,	Logic and History,
Experimental Science,	Logic and Political Economy.
Natural Science.	

Candidates who seek a Degree without Honours, may take any combination of the subjects in group C., provided the sum total of the values attached to each subject is at least four:

GROUP C.

British Language and Literature	2	Latin	1
Mathematical Science	2	Modern Languages, each	1
Experimental Science	2	Logic	1
Chemistry	2	Metaphysics	1
Zoology	1	History	1
Botany	1	Political Economy	1
Greek	1		

[†] Doctor Ryerson, in his reply, (page 38 Committee Proceedings,) takes exception to this comparison, because, before branching off into Options, the Cambridge Student must pass the Previous Examination in the middle of his second year, whereas those of Toronto may do so at the end of the first, "and that," says he, "without any such Previous Examination as the one required at Cambridge." Omitting the misrepresentation that our Options commence at the end of the first year, the evidence of Mr. E. A. Meredith, (Question 227), shows that even at the end of the first year, our Students have been as severely tested as those at Cambridge. But Doctor Ryerson adduces Provost Whitaker's Evidence to show that the Previous Examination at Cambridge is now made nearly, if not quite equal to the B.A. Examination. Mr. Whitaker, however, acknowledges, (Question 331,) that he knows of no addition to the Classical subjects, and the Cambridge Calendar for 1860 shews that there are none, and he further adds, that the B.A. Examination is higher, not so much in the difficulty of the Books, as in the greater strictness of the examinations.

French, and Italian literature.'' ''We confidently indulge the hope that it will, ere long, be recognised by the University as worthy of being fostered by Honours and rewards.'' I am aware that the objection may be made that these Options were only for the Honour men, and that they, except the Mathematicians, must also pass the Degree Examination. But what is the Degree Examination itself? It is little more than a repetition of the Previous Examination. One Greek and one Latin Book, part of the Acts, or an Epistle, instead of a Gospel, in the Greek Testament, Algebra, the rest of Euclid, and the Elementary Principles of Mechanics and Hydrostatics, with Paley, and some Church History, certainly not more than we expect from all our Students at some part of their Course. I am sure the Committee will excuse me if I quote from the Report of the Commissioners, the recommendations of which were, in a great measure, adopted last year. After speaking of the Previous Examination, they add, ''after the completion of five more Terms, those Candidates for the Degree of Bachelor of Arts, who do not offer themselves for Mathematical Honours, are again subjected to an Examination, differing but little in its general character from that which they passed in the middle of their Term. Mathematics, and Greek and Latin still form a considerable part of it. But these are subjects in which time had long shown that most of this class of Students did not possess the desire, or the aptitude to excel. If their taste and talents had inclined that way, the majority of them would, no doubt, have been found in the career of competition for Mathematical and Classical Honours. For five weary Terms they have been compelled to continue a course of reading, which, whatever attractions, whatever benefits it may have for others, is to them irksome, and, need we hesitate to say, little better than unprofitable.'' ''What we suggest, then, is that the Examination of Students in Arts, at the end of the fifth Term, should take place as at present, and in the same subjects, with the addition of such further parts of Euclid and Algebra as are now introduced at the Final Examination for those who are not Candidates for Mathematical Honours. After the general body of Students have passed this Examination collectively, they might then, in our opinion, be allowed, for the following four Terms, to select freely for themselves, with the sanction of their College Tutor, such lines of recognised academical study as were best suited to their aptitudes and tastes and professional destinations. Some would aspire to Honours in the several *Triposes*, others would prepare themselves for the first Degree in Law, or Physic. The rest, who sought or obtained no Honours, would be finally subjected to some process of Examination, in order to make it evident that they had attended such a range of Lectures in their last four Terms, and acquired such a proficiency as to qualify them for a first Degree in Arts.'' They then go on to show how Candidates for Honours in the four existing *Triposes,* and others which might be added, as Modern Languages and Civil Engineering, would obtain their Degree, and they proceed,

''Corresponding to the Examination for Honours in each several *Triposes*, there would be a collateral Examination at the same time and in the same subjects for those Students who had adopted that particular line of study, although not seeking the distinction of an academical Honour in it. As many as passed this collateral Examination satisfactorily should also thereupon be entitled, in point of academical proficiency, to the Degree of B.A.,'' which they would accord on the same terms as those whose final Examination was in Theology.

''The change itself of the system, which we have proposed, would, in our opinion, be attended with great advantages. There would still be, as now, an ardent competition and high standard of attainment preserved both in the Mathematical and Classical *Triposes.* Eminent distinction gained in them would still continue to be the prelude to a fellowship in a College. At the same time the Moral and Natural Science *Triposes* would rise into increased importance, in proportion as the Colleges began to recognise superior merit in those departments as forming also a recommendation to a Fellowship. But the positive advantage would probably be more marked in the case of that numerous class of Students who are contented with an ordinary Degree, not feeling themselves fitted to embark in the competition for academical Honours. After passing the Previous Examination, they might turn their four remaining Terms to a really profitable account, by preparing themselves for their future professions; or at least they might continue to find in academical pursuits that degree of interest and improvement which arises from variety and choice of study." (Page 27.)

This is the scheme of academical study recommended by men of such European reputation as the Bishop of Chester, Peacock, Herschel, Romilly and Sedgwick, and it goes even further in admitting the principle of Options than the Senate of the University have ventured to follow. The Committee can have an opportunity of comparing it with what Doctor Ryerson in his Evidence has stated to be the nature of their recommendations.*

At Oxford they have not as yet proceeded so far in introducing a principle which must ultimately prevail, but they have already advanced to a considerable extent in the same direction. The subjoined extract from the Commissioners' Report will show both what the present practice is and what it is recommended that it should become.

"The Senate has admitted the necessity of affording some liberty of choice to the Student with regard to the subjects which he is to pursue during the latter part of his Course. We are of opinion that this liberty should be extended. All Students will henceforward, (from 1850), be permitted to choose at pleasure the special studies of Law and History, of Mathematical Science, or of Natural Science; but previously to his examination in any of these branches, each Candidate must still present himself in the School of *Literæ Humaniores*, to be there examined in Classics for the third time, as well as in Philosophy and History. No doubt this restriction was maintained in consequence of an opinion which has long prevailed at Oxford with regard to the nature of a liberal education," (and which, it would appear, is to be revived in Canada.) "It has been held to be the sole business of a University to train the powers of the mind, not to give much positive, or any, professional knowledge; and the study of Classical Books is regarded as the best means of refining and invigorating the mind. The education given has hitherto been the same for all, whether Clergymen, or Barristers, Medical men, or private Gentlemen. It has been limited to such subjects as were presumed to be common to all these kinds of life; and no one has left Oxford, under the system hitherto pursued, much more fitted for one profession than for another." (Page 281.)

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"Now the Statute of 1850 was an effort in the right direction; but its present Regulations, which still retain the compulsory study of the *Literæ Humaniores* to the end of the Course, will scarcely remedy the evil." (Page 282.)

"The obvious mode of amending this scheme would be to enact that all Students, after giving satisfactory evidence of Classical knowledge at the Intermediate Examination,

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*The changes which have been cautiously and successively made in the system at Cambridge, illustrate well the tendency of the progress in University Education, and offer strong evidence in support of the wisdom of the system adopted at Toronto. Formerly the only Option allowed at Cambridge was to the Mathematical Honour-men, who, after passing the Previous Examination, were permitted to lay Classics wholly aside, while Classical Honour-men were compelled to take Honours in Mathematics also. Relaxations in favour of the Classical Honour-men were, however, made successively, by permitting them to evade the Honour Examination in Mathematics, and go out in the Poll, or general Examination for the ordinary B.A. Degree, at first requiring them to be in the first class of the poll, but afterwards removing even this restriction. At length, in 1855, a portion of the Mathematics required for the poll was thrown into the Previous Examination as additional subjects, and after passing these, a Student could then take his Degree by proceeding in Honours, either in Mathematics, or in Classics. Finally, in 1859, the same privilege was extended to the *triposes* of Moral and Natural Sciences, and at present a Student, after passing the Previous Examination, (in the middle of his second year,) can proceed to a Degree by taking Honours in any one of these four *Triposes*, without passing an examination in any other subject whatever than that of his special *Tripos*.

The Syndicate by whom these last changes were recommended, comprised the names of Whewell, Phillpott, Miller, Grote, and others of the highest standing, and in the discussion that took place on its adoption, the only dissentient voice was raised by Doctor Donaldson, who objected on the ground that the title B.A. should be restricted to Classics and Mathematics, and that some new title, (as in London,) ought to be applied to the Degree obtained in the Moral and Natural Sciences; but all other speakers concurred in repudiating the narrow meaning this attached to the word Arts, and contended for placing all the *Triposes* on the same footing. When the vote was taken, there were 97 to 24 in favour of the Moral Sciences *Tripos*, and that of Natural Sciences was carried *nem. con.* The scheme of the Previous Examination now stands as follows: "One of the four Gospels in Greek, Paley's Evidences of Christianity, and one of the Greek, and one of the Latin, Classics, Euclid's Elements Books I., II., III., and Arithmetic," and additional for Candidates for Honours, "Euclid, Books IV. VI., Elements of Algebra, Elementary Mechanics,. treated without Trigonometry."

It is thus evident that the Options at Cambridge are not only carried out more extensively than at Toronto, but that the elementary knowledge of other subjects, required previously to the permission of an Option, is much less in amount and lower in difficulty at Cambridge than at Toronto, (the first[*] in the University,) should be relieved from the necessity of continuing the studies of the Grammar School, and should be at liberty for the latter period[†] of their career to devote themselves to pursuits preparatory to their future professions. To this end it seems to us that the University might, with the best results, institute a division of studies, with corresponding Examination Schools, such as would better accord with the freedom of choice which should, as we think, be left to the Student, after the Intermediate Examination, to be passed by all alike." (Page 287.)

The Commissioners then proceed to explain the four Schools, with minor subdivisions, making in all nine branches, any of which might be chosen by the Student after the mi [‡] of his second year, as all that would be requisite to entitle him to a Degree, videlicet: Theology; II. Divided into two, videlicet: (1) Mental Philosophy; (2) Philology, in which the Student may be examined in Greek and Latin, or the Oriental and European Languages, or in Comparative Philology; III. Jurisprudence and History, including Political Economy; IV. Divided into two; (1) Pure and applied Mathematics; (2) Physical Science.

General Standard of Education. In rebutting thus at length the charge that our Options have lowered the standard of our Degree to an extent unprecedented in any other University, I have incidentally compared our requirements with others, and have shown, that, in no sense, is the study for our Degree below that required in our best models.[¶] I might, therefore, have passed over altogether the general accusation of the inferiority of the standard of education in the University of Toronto, had not Doctor Ryerson offered a proof of it, from the alleged inferiority of our Students as Grammar School Teachers. Now the preparation of young men for teaching Grammar Schools, is not the only, not even the highest object of a University; and until means have been provided to increase the remuneration offered, it is hopeless to expect that the best men will select such a miserably paid profession. Other qualities also are required in a Teacher than mere learning, as Doctor Ryrson must be well aware, having before him the example of a distinguished Graduate of Oxford, who lately failed to maintain even a moderately successful School in Toronto,—and of two men, Graduates of British Universities,[‖] selected by himself for his Normal and Model Grammar Schools, who, upon trial, proved inefficient. I might also say, that, even if the imputation were true, it would reflect little discredit upon our present Course of Study, which has only been established five years. The first men who entered with our present Course, and have pursued it throughout, only Graduated in June last; and to test the present University by the men it has hitherto produced, would be much like looking for fruit the year after planting an Orchard. But I also have looked over the returns of the Grammar Inspectors, whose own Evidence the Committee can call for, and I say unhesitatingly, that their returns do not bear out Doctor Ryerson's statement of any inferiority in our Students, as compared with those of other Colleges.* That such a charge against the kind of instruction given in University College should come from Doctor Ryerson, whose only Canadian Master in his Model Grammar School has been selected from our Graduates, does, I confess, surprise me; especially when I remember a formal proposition made by him not very long since, for the foundation of certain Scholarships in connection with University College, for the express purpose of educating Grammar School Masters. This proposition, which will be found recorded in our Minutes, was rejected by the Senate, because we thought we had already a sufficient number of Scholarships provided, without establishing 10 more; because we thought £30 a year a sufficient stipend, whereas he proposed £50 a year for his; because ours are awarded for proficiency in the Honour, as well as the Pass, subjects, and his Candidates were to be examined in the mere common pass subjects of the first year only; and because ours are open to the whole Province, whilst no one was to be allowed to compete for his, except those who came with a recommendation from the Council of Public Instruction. I think the Committee will agree with me, that this proposition is an instructive comment, not only upon the alleged incompetency of University College for preparing Grammar School Teachers, but also upon the extravagance and exclusiveness with which we are charged, and upon the desire which Doctor Ryerson expresses to maintain a high standard of education.

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[*] Strictly speaking, this Examination, though officially called "First Public Examination," is now the second in the University, that called Responsions having preceded it; but the Commissioners recommend the Responsions to be converted into a Matriculation Examination, and thus the Examination they here speak of would be strictly the first in the University.

[†] Doctor Ryerson, (page 38 Committee Proceedings,) finds fault with Mr. Langton for quoting the words of the Commissioners, "for the later period of their career," whilst the heading of the Section shows that this means "during the last year;" thus, as he states it, concealing that their recommendation is to permit Options only during the last year "of a four years' Course of Study." Now it is evident from this, that Doctor Ryerson does not know that the Course at Oxford is not, as in most Universities, precisely limited,—a latitude being allowed to the Students. They cannot take a Degree earlier than their 13th Term, (after a complete three years' course,) and Candidates for Honours are not admitted later than their 18th Term. Thus also they need not appear at Responsions at any fixed date, but between the 3rd and 7th Terms, and similarly of the Intermediate Examination. If, therefore, Mr. Langton had spoken as precisely as Doctor Ryerson wishes him to do, he would not have spoken truly. He used the words of the Commissioners themselves, who spoke vaguely because the period was vague; but that they did not mean, as interpreted by Doctor Ryerson, the last of a four years' Course, is evident from their elsewhere, (page 272), stating the object of the Intermediate Examination to be "to promote industry during the second year."

[‡] This should be "after the end of his second year."

[¶] To exhibit more fully how groundless is this charge, a statement is annexed of the number of subjects in Classics and Mathematics in which an Examination is required by various Universities, before the Option of omitting them can be exercised:—

In Classics.—Cambridge, 3; Oxford, 11; London, B.A., 6, Bachelor of Science, 2; Toronto, 7, and, with rare exceptions, 11.

In Mathematics.—Cambridge, 4; Oxford, 2; London, 10 (not all necessary); Toronto, 6.

[‖] Doctor Ryerson's reply, (page 40 Committee Proceedings), has a long paragraph, headed as usual, "Mr. Langton's Mis-statements," denying the correctness of this. No names were given for obvious reasons, of which Doctor Ryerson takes advantage to suppose that Mr. Langton meant as one of these Graduates a Person who was no Graduate at all, quite ignoring the fact that there was a third Master selected by Doctor Ryerson, and found, for some reasons, inefficient, who was a Graduate of Dublin. The very defence made by Doctor Ryerson in both the cases he has taken, proves all that was asserted in the text, videlicet: that a man may have abundance of learning, and yet be deficient in some of the qualities which are essential to the making of a good Schoolmaster.

April 20th, 1860. Mr. John Langton continued his statement as follows, and was further examined.

(5) General Policy of a Provincial University.

Having now disposed of the several heads under which the Memorialists have brought charges against the management of the University, it remains only for me to speak to the general question of the policy of Denominational, or Non-denominational, Colleges, supported by the State, and of establishing one College, which shall be thoroughly and efficiently organized, or dividing the Endowment amongst several.

As to the first question, I do not desire to enter into the general argument. The Committee, I conceive, wish to obtain from me facts, and not opinions, which they have no doubt long since formed for themselves, upon a subject which, for the last twenty years, has been so prominently before the Country. I would merely remark that, whether the prevailing opinion of Upper Canada, that no aid from the State should be given towards education exclusively under the control of any particular Religious Denomination, be right or wrong, we should, at least, be consistent in our application of the principle which guides us. Doctor Cook is perfectly consistent in the views which he advocates. He holds that all education should be in the hands of persons, for whose general character some particular religious community stands sponsor, and quotes with approbation the opinion of Baron Alderson, that it is impossible to give secular instruction in common, and that it is essential even for a Teacher of Arithmetic to hold orthodox views upon the doctrine of the Trinity. If such be the opinion of the majority of the people of Upper Canada, then it follows, as a matter of course, that the Endowment should be divided amongst the Denominational Colleges, and University College should be abolished. But, if an opposite opinion prevails, as it would appear to do from the constitution of our Common and Grammar Schools, I can see no argument against Separate Schools, which does not equally apply to Separate Colleges. "If," says Doctor Ryerson, in his Evidence, "aid is provided in support of a College for those who prefer a College without any Religious character, or influence, it is unjust and preposterous to deny aid to Colleges for those who demand Colleges invested with a Religious character and influence." And again, "If an Institution teaches the subject of a Collegiate Education in connexion with no Religion, it is to be endowed; but if it teaches the same subject in connexion with any Religious Persuasion, it is to be prescribed. Thus the Religious character of a College is a disqualification for public aid! Can any thing be more monstrous?" Read Schools for Colleges, and you have the argument for Separate Schools forcibly put. Again, in his Report of 1856, Doctor Ryerson says, "It is only, therefore, for very grave causes, that the State can be justified in allowing any portion of the population to be isolated from a System of Public Instruction. But where this is claimed, with the avowed view to the interests of a Religious Persuasion, the answer is, 'The State has nothing to do with the peculiar interests of Sects, but has every thing to do with the school education of its youth.' The State equally tolerates and protects the former, but it largely provides for the latter. As, therefore, a System of Public Schools is based upon public interests, members of no Sect, or Religious Persuasion, can claim on constitutional, or public, grounds, that any of such Schools should be made sectarian, or that Public Funds should be expended for the support of Sectarian Schools at all, much less that such Schools should be placed on the same footing as Public Schools. The sole object of Public Schools is secular education; the leading object of Sectarian Schools is Sectarian interests,—with which the State does not interfere where there is no semblance of union between Church and State." Here, if you read Colleges for Schools, the contrary argument is still more forcibly sustained.*

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*Doctor Ryerson, before the Conference Meeting at Kingston, (page 15,) says, that his challenge to go over the Official Reports of the Inspectors was not accepted. What, then, is the meaning of the above passage? Mr. Langton expressly denied the truth of Doctor Ryerson's statement, and Doctor Wilson adduced, in addition, the contradiction of them by one of the Inspectors themselves.

But putting the Religious argument aside altogether, and supposing a College to be as free from Denominational bias, as Victoria is claimed to be, when it is no longer to the liberality of the Methodist Persuasion, but to the sympathies of the public at large, that the appeal is made; is it for the interest of the Country that the Endowment should be scattered in small sums over the Country in support of a number of local Institutions.* I entirely concur in the general principle of the London University, that Students, wherever educated, should have the same facilities for obtaining scholastic Honours,—the principle upon which our University was constituted, and which has been fully acted on by the Senate; but I also believe that it was a wise policy to found one College, free to all, having no advantages over any others, except what its greater educational capabilities might naturally afford it. I should be sorry to see the smaller Colleges closed, be they Denominational, or otherwise, and I should wish to see them, and I do not yet despair of seeing them, sending their fair quota to the Provincial University, and sharing in the Scholarships and Honours which it has provided. But, at least, one College should be sustained by the Senate, in which every branch of learning and science, which forms a recognised part of a liberal education, can be taught efficiently under the best Instructors. It cannot be expected that the minor Colleges would keep up a teaching staff embracing all the numerous ramifications of Modern Science, and it is hardly to be desired that they should, for the number of Professors would thus become unneccessarily multiplied,—if thoroughly efficient, at a cost altogether disproportioned to the number of Students,—or what is far more probable, as a mere repetition in unnecessary profusion of an imperfect and incompetent model. But there is nothing to hinder them from having competent men in some of the most essential departments; and as the preferences for special studies of the ruling Denomination, or the tastes of each locality dictated, or from the lucky acquisition of some eminently successful Teacher, each College would gradually acquire, as has been the case in England, a reputation for success in particular departments. The System of Options already adopted, and which must hereafter ever form the basis of a University scheme, would give their Students the fullest opportunity of carrying off their share of Honours and emoluments; and if the preference of the Petitioners for one, or two, time-hallowed Studies, over the more modern extended Course be correct, the superiority of their Scheme of Instruction would be manifested. But the Provincial College should make provision for every thing that it is desirable to include in a University Course. To leave the selection of Studies to the individual Colleges, would be to run the risk of leaving some important subject unrepresented, and would drive our youth to go elsewhere to gain the desired knowledge; to prescribe a uniform Course for all, would be, as I have said, to multiply Teachers unnecessarily, to force upon Victoria College History and English Literature, which Doctor Ryerson thinks are already sufficiently taught in the Grammar Schools, and Modern Languages upon Queen's, whose Principal thinks them not only an unnecessary, but a positively injurious addition to Academical Studies. The present University Act of 1853 provides every thing that is requisite for such an organization, which I think the best adapted to the state of the Country, and any modifications in the Constitution of the Senate, or in other minor particulars, could easily be introduced even without additional legislation. My own idea of the best constitution for that Body would be, that a certain fixed number should be appointed by the Crown, that each College, which sent up a certain number of Students for examination should be entitled to elect one Member, and, after a certain number of Students, two Members, and that the Graduates yearly assembled in Convocation, should elect certain other Members—it being provided that if any Affiliated College surrendered its Charter, or as long as it held its Charter in abeyance, all the Graduates of

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* These are not the only instances in which Doctor Ryerson's faith in non-sectarian Public Instruction, upon which his whole character as a public man is based, seems to be in a very unsettled condition. In his reply, (page 43, Committee Proceedings,) there is an apparent admission that the Grammar Schools should be rendered Denominational. "Granting that a defect exists in the Grammar Schools, that the primary education does not afford an opportunity for Religious instruction," etcetera. A similar doubt may extend to the Common Schools?

Religious Instruction cannot be given except in connexion with a Denomination, whether at a Common School, a Grammar School, or a College; but a general oversight over the moral conduct of Students, and the maintenance of Religious habits may be as well undertaken by a purely secular, as by a Denominational Institution. This Doctor Ryerson can clearly perceive to be the fact, in a Non-denominational Institution under his own control: although he thinks it impossible if under the control of others. In his Letter to Mr. Hincks, in [illegible] Doctor Ryerson, speaking of the former University, (with what truth may be doubtful,) complains that no oversight was exercised in this respect," and he adds, "I do not think this need be so, constituted as the University now is; it is not so in the administration of the Provincial Normal School." So also in his Report upon Collegiate Education, New Brunswick, he says, that 'the evidence' of the truths, and morals of Christianity should lie at the foundation of all Collegiate Instruction," referring even to the introduction of what he calls the Normal School System into University College, Toronto. And he adds that, "Where a boarding-house is retained in the College for those who prefer it, provision is, or should be, made for the observance of all the duties of a Christian family." But when he comes to speak of University College, in his present position as a claimant for part of the Endowment, he finds fault with the daily Prayers with which, as in every well-ordered Establishment, the business of the day commences and closes, and with the lectures on Natural Theology and the Evidences of Christianity in which all Denominations may join. "Its duty," he says, "was to teach the secular branches,—leaving every thing pertaining to Religion to the Religious Denominations."

There is not any thing in the tissue of misrepresentation and vulgarity put forward by the Reverend Superintendent more discreditable than his sneer at the unpretending Religious exercises, as now practised in University College, under the auspices of the Dean of Residence, Mr. Buckland, whose high moral and Christian character is so well known in Canada, but whom he represents as having "got through his prayers in three jerks."—(Page 21, Proceedings.)

Note by Editor. This language was not used by Doctor Ryerson. He reports that it was used by a Student to a Friend of his, as stated at the Kingston Conference Meeting, on 12th June, 1860, which see in a later Chapter. The tribute to Mr. Buckland is just and true.

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*Mr. Langton here asks a Question, which was not at all the question in this University discussion. It was not the Question as to whether the University "Endowment should be scattered in small sums over the Country in support of a number of local Institutions." No one connected with the controversy held any such an opinion. But the contention of the Methodist Conference was, that the "Surplus Fund"—over and above and after all the expenses of the Toronto University had been defrayed—should, by the University Act of 1853, been specifically reserved for distribution to the outlying Colleges by the Legislature itself. Instead of being so reserved, part of it was loaned to the Upper Canada College; and although returned, (as may be seen on page 96 of this Volume), yet there is no evidence, in any of the Financial Statements of the Bursar of the University, or in the proceedings of the Senate, to show that this "Surplus Fund" was ever distributed by the Legislature, as provided by law, although, as stated by the Bursar, in answer to Question 165 (page 154 herewith) it was duly reported to the Legislature by him.—(*Editor.*)

such College should rank as Graduates of the Provincial University. I should also think it advisable that all Members of the Senate, whether elected, or appointed, should hold their seats only for a fixed term of years, but should be re-eligible.

As to the Endowment, having shown the cost of similar Institutions elsewhere, I do not believe that it will for some years to come much exceed what is requisite to keep up the Provincial College in full efficiency, and the University with its Expenditure, in maintaining a Provincial Library and Museum, competent Examiners and a liberal allowance for Scholarships. If any considerable Surplus should arise,—and I agree with the Petitioners that all extravagance should be discouraged and prevented, for which the Visitor has ample powers,—such Surplus might most profitably, in my opinion, be devoted, under such Regulations as Parliament might make in accordance with the 54th clause of the University Act of 1853, to an object in which all the Colleges have an equal interest, and not only the Colleges but the whole Country, videlicet: the improvement of our Grammar Schools. This is at present the weakest point in our whole Educational System. We have admirable Common Schools, and a liberal appropriation for the Normal and Model Schools; we have a staff of Professors connected with the Provincial College, who would reflect credit upon any similar Body, even in England, and the Denominational Colleges have, I believe, under considerable difficulties, accomplished their work well. But, in the higher Schools we are unfortunately deficient, not from the lack of men to undertake them, so much as from the want of Funds from which to provide a stipend liberal enough to attract thoroughly qualified Teachers. Perhaps the best way of doing this would be to found certain annual allowances which should be awarded on examination, and should be tenable only by Persons actually engaged in teaching Grammar Schools, or employed as Tutors, or Professors in Incorporated Colleges, not otherwise endowed by the State.—As the word Fellowship seems appropriated to a connexion with a particular College, such recipients of stipends from the University funds might be called "Associates," or some equivalent term, and the emoluments might be held for a limited term of years.

The Reverend Doctor Cook's University Scheme Examined.

The scheme propounded by Doctor Cook would, no doubt, have been improved in its details, had he had an opportunity of maturely considering them, and I will not, therefore, judge it by its minor arrangements. But it appears to me, apart from its Denominational aspect, to be based upon three unsound principles. 1. It establishes a uniform, and, therefore, necessarily limited, Course of Study for all, in direct opposition to the practice of the best Universities, and the strong recommendation of both the Oxford and Cambridge Commissioners, whose guiding principle is liberty to individual choice. This it does, not only in accordance with Doctor Cook's individual opinions as to what are the most important branches of Study, but as a necessary consequence of the equal subdivision of Government aid; for it is impossible that several small Bodies can be so organised as to afford much opportunity of selection to the Students. This can only be accomplished by one large Institution, or by several small ones united under one superintending power, but each selecting its own favourite branches, or, as I recommend, by both united. This variety in the means of study is not inconsistent with uniformity in the qualifications required by the general superintendent Body. The University must still regulate the choice of departments which it would permit, the relative values which it would assign to each, and the uniform standard of proficiency in each, which it required as a qualification for its Degree, or its Honours. A high Honour at Cambridge has a definite and well appreciated value, although one man obtained it in Mathematics alone, and another by Classics; and the London M.A. is equally valuable, whether obtained on an examination in Classics, Mathematics, or Mental and Moral Sciences.

2. It is based upon the extremest views of decentralization. Doctor Cook admits the greater stimulus to intellectual activity in a numerously attended Institution, but

thinks it counterbalanced by a greater chance of moral corruption. I am by no means sure that a youth, who has soon to go out into the world without any control, is not the better for a preparatory training amongst those of his own age, with such supervision as can always be exercised in a College; and that a higher tone of morality may not be cultivated under the influence of the public opinion of a large Body, than by mixing only with a limited society. I am very sure that if he has mixed freely with men of various habits of thought, and various Religious Denominations, if he has met upon equal terms with his superiors and his inferiors, both in intellectual power and worldly position, if he has seen bright examples to emulate, as well as evil ones to avoid, he will be a better member of society, and freer from those petty prejudices which always grow up in a narrow circle, and not the least so in a strictly Denominational College. But, as a question of education, in the sense of acquiring knowledge, there can be no doubt at all. One young man of really superior attainments exercises an exciting influence, both upon his fellow Students and his Teachers, which you can rarely hope to find in a small Body. Emulation is the great spur, especially amongst the young, and the larger the body of competitors the greater is the emulation excited. The reason is plain. The best man in twenty, having no one further to contend with, is apt to be content with, and over estimate his position; but bring him into competition with five more men similarly situated, each urges the other on, and you obtain five men in the hundred, each superior to what he would have been in the narrower sphere. The mere encounter of such men at an Annual Examination is not sufficient, it is the daily contest in the Lecture Room which keeps up an animation in their Studies. But it is not only from studying the common College Course, not even with the emulation of the common Lecture Room, that the great benefit of a University education is derived. In the free intercourse of the College every Student finds some one well informed upon a subject of which he is comparatively ignorant, and gets indications which help and direct him in his private studies. He learns to appreciate talent, and to have a taste and respect for learning, even when he does not himself excel. He comes out from College a man of enlarged and cultivated mind, which no number of Books of Livy, or Propositions of Euclid would ever have made him. These advantages can be but partially obtained in a small community, and although small Colleges will doubtless continue to exist for local and Denominational reasons, and perhaps not without some special advantages, I cannot think it a commendable scheme, which would systematically break up the youth, who seek a College education, into numerous small societies.*

(3.) But, if this decentralizing system is bad in itself, even if all were amply endowed; to divide a limited sum so that no College would be efficiently supported, must be fatal to the superior education of the Country. It is idle to say that because Victoria and Queen's Colleges are the only bodies petitioning, they alone, with the addition perhaps of Trinity, would claim a share. When the principle was once established, Knox's College and other Institutions, now existing only as Theological Schools, would establish secular Chairs and assert their right to a free distribution. Nor would the demand be confined to Colleges connected with a particular Religious Persuasion. Local interests would come into play, and even large Town would claim to have its College. Already there are in Upper Canada twelve Institutions of this

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*Doctor Ryerson, (page 42 Committee Proceedings), appears to think that his argument in favour of a great number of small scattered Colleges, in preference to one, is supported by the fact of there being a great many small Colleges at Oxford and Cambridge. Now even there the superiority of the large Colleges as places for study, is evident from the greater proportionate number of first class Honour men that they produce. Thus, at Cambridge, the two large Colleges, Trinity and St. John's, form about half the University, and the fifteen small Colleges the other half, (the number of entries as given by Doctor Ryerson from Heywood —were 248 and 251 respectively); but the first-class Honour men during the last ten years sent out by the two large Colleges were to those from the fifteen small ones as 3 to 2. But, besides this, it must be remembered that all these small Colleges are congregated together in one Country Town, with the freest intercourse of the Students amongst each other, and that the advantage of the competition of numbers is almost as much felt as if the whole University were one College. (*Note by the Editor.* See the remarks of Mr. Adams, in the next Chapter, on this subject.)

kind in existence, or with Charters of Incorporation, and this year two new ones have sent in Memorials to obtain a share with Kingston and Cobourg of the Government allowance. Doctor Cook thinks that he has provided a remedy to prevent them from becoming too numerous, but even the existing ones he can only support by cutting off from the teaching Staff several departments, which, although thought unnecessary, or even injurious, at Queen's, are fostered and encouraged by the British Commissioners. Doctor Ryerson, however, contemplates with satisfaction the possible establishment of ten Faculties in competing Colleges, each of the Colleges receiving £1,500. What sort of a teaching staff they could afford to maintain, is evident from the complaints of Queen's and Victoria that their present means are inadequate. For it must be remembered, that if the Government aid is proposed to be increased, the means supplied by voluntary contributions would be diminished; not only because it is the tendency of all Government assistance to paralyse individual liberality, but also because this source of Income would be exhausted. The number of young men who seek, or can spare time for, a College career is limited in all Countries, and a multiplication of Colleges would not bring an equal increase of Students; the receipts from Fees would, therefore, be reduced. Denominational piety and individual liberality have also their bounds, and the majority of men who would contribute to such purposes have already done what they can afford. What aid could be expected from Municipalities to Institutions, from which the bulk of the people would derive no immediate advantage, may be judged from the starving condition of our Grammar Schools. Other sources of Income to supplement the Government Grant being dried up, we should have ten, or fifteen, miserable attempts at a College, and should have destroyed as noble an Endowment as any young Country ever possessed. Nor can I see any safeguard in Doctor Cook's tests of the efficiency of the Colleges. A certain number of Professors is to be required. Professors will not be wanting if £1,500 is to be divided amongst them; but as to the efficiency of the Professors, it may be as difficult to determine that by legislation as it has been found in the case of Grammar Schoolmasters. Then the Senate is to determine the standard of education. Surely Doctor Cook must have forgotten that the Senate, which, in its legislative capacity, is to fix the standard, and, in its examining capacity, is to ascertain whether that standard has been reached, is to be composed mainly of those Professors, or Persons elected by them. The Profesors may not, as has been unjustly alleged of the present Senate, fix the amount of their own Salaries, but practically they will determine whether they are to have any Salaries at all. You cannot by law fix a standard of education. It may sound paradoxical, but it is nevertheless true, that practically it is the Students who fix it. If they are badly prepared the standard is low, for you cannot find Examiners who will reject the majority of the Students. The only way to obtain a high standard is to provide such Teachers as can bring their Students up to it, and this can only be done by employing a sufficient number to enable them to do the work effectually, and by giving them such a remuneration as will ensure the obtaining of able men.

QUEBEC, April 19, 1860. JOHN LANGTON.

APPENDIX TO MR. LANGTON'S EVIDENCE.

I. *Comparative Statement of the requirements of the principal British and Canadian Universities and Medical Schools for a Degree, or License, in Medicine, submitted by Mr. John Langton, Vice Chancellor of the University of Toronto, April 23rd, in reply to Question 457—"Have you any observations to offer with reference to the School of Medicine in the University?"*

I put in a Statement in a Tabular form, of the requirements of different Schools of Medicine, both in the Old Country and in Canada. Those in the Old Country are extracted from the Edinburgh Medical Journal of October, 1857—those of the Can-

REQUISITES FOR A MEDICAL DEGREE, OR LICENSE.

Universities, etcetera.	Anatomy.	Physiology.	Demonstrations.	Dissections.	Surgery.	Practice of Medicine.	Chemistry.	Practical Chemistry.	Materia Medica.	Medical Jurisprudence.	Midwifery.	Botany and Natural History.	Practical Pharmacy.	Pathology.	Surgical Hospital.	Medical Hospital.	Clinical Surgery.	Clinical Medicine.
University of Edinburgh	6 m.	6 m.	.....	6 m.	6 m.	6 m.	6 m.	.....	6 m.	3 m.	6 m.	6 m.	6 m.	6 m.	......	12 m.	3 m.	6 m.
University of Glasgow	6 m.	6 m.	.....	6 m.	6 m.	6 m.	6 m.	3 m.	6 m.	3 m.	6 m.	3 m.	.....	.....	24 m.	24 m.	24 m.	24 m.
University of Aberdeen	12 m.	6 m.	.....	6 m.	6 m.	6 m.	6 m.	3 m.	6 m.	3 m.	6 m.	3 m.	3 m.	.....	24 m.	24 m.	3 m.	6 m.
University of St. Andrews	12 m.	6 m.	.....	12 m.	6 m.	6 m.	6 m.	3 m.	3 m.	....	3 m.	....	.....	.....	24 m.	24 m.	6 m.	6 m.
University of London	6 m.	6 m.	9 m.	15 m.	6 m.	6 m.	6 m.	1 cr.	1 m.	1 cr.	1 cr. & 6 cs-	6 m.	1 cr.	6 m.	12 m.	12 m.	12 m.	12 m.
University of Dublin	6 m.	6 m.	6 m.	6 m.	6 m.	6 m.	6 m.	3 m.	6 m.	3 m.	6 m.	3 m.	.....	.....	......	......	......	9 m.
Queen's University, Ireland	12 m.	6 m.	12 m.	12 m.	6 m.	6 m.	6 m.	3 m.	6 m.	3 m.	12 m.	9 m.	3 m.	.....	24 m.	24 m.	24 m.	6 m.
Royal Col'ge of Physicians, London	6 m.	6 m.	.....	.....	6 m.	6 m.	.....	.....	3 m.	3 m.	6 m.	3 m.	.....	.....	......	36 m.	......	36 m.
Royal Col'ge of Physicians, Ireland	6 m.	6 m.	6 m.	6 m.	6 m.	6 m.	6 m.	3 m.	6 m.	3 m.	6 m.	3 m.	.....	.....	24 m.	6 m.	24 m.	6 m.
Army Medical Board	12 m.	6 m.	12 m.	12 m.	12 m.	12 m.	12 m.	6 m.	3 m.	....	6 m.	3 m.	3 m.	.....	18 m.	18 m.	8 m.	8 m.
Navy Medical Board	18 m.	6 m.	12 m.	12 m.	12 m.	12 m.	3 m.	3 m.	6 m.	....	3 m.	3 m.	6 m.	.....	18 m.	18 m.	6 m.	6 m.
McGill College	12 m.	12 m.	12 m.		12 m.	12 m.	12 m.	.....	12 m.	3 m.	12 m.	....	.....	.....	12 m.		1 cr.	1 cr.
Queen's College	12 m.	.....	12 m.		12 m.	12 m.	12 m.	.....	12 m.	....	12 m.	....	.....	.....	12 m.		6 m.	
Victoria College	.....	12 m.	12 m.		12 m.	12 m.	12 m.	.....	12 m.	6 m.	12 m.	....	.....	6 m.	12 m.		12 m.	
Trinity College, Toronto	1 cr.	.....	1 cr.	15 m.	1 cr.	1 cr.	1 cr.	1 cr.	1 cr.	1 cr.	1 cr. 6 cs.	1 cr.	.....	1 cr.	18 m.		......	......
University of Toronto	12 m.	12 m.	12 m.		12 m.	12 m.	12 m.	3 m.	6 m.	3 m.	12 m. or 6 m. & 12 cs.	......	.....	.....	12 m.		9 m.	

The only differences amongst the existing Canadian Colleges are—

1.—Queen's requires no lectures on Physiology or Institutes of Medicine, apart from Anatomy and Physiology, which McGill, Victoria, Toronto, and all the British Schools do.

2.—Victoria does not require Anatomy as distinguished from Practical Anatomy, which McGill, Queen's, Toronto, and all the British Schools do.

3.—Neither McGill, Queen's, nor Victoria requires Practical Chemistry, which Toronto and all the British Schools do, except Edinburgh and the Royal College of Physicians, London.

4.—Toronto only requires 6 months of Materia Medica, which is the highest amount required by any of the British Schools, whilst McGill, Queen's and Victoria require 12 months

5.—Victoria requires 6 months and Queen's nothing in Medical Jurisprudence, as a separate subject, whilst Toronto, McGill, and all the English Schools require 3 months.

6.—Victoria requires 6 months of Pathology or Morbid Anatomy, whilst McGill, Queen's and Toronto, and all the British Schools, except Edinburgh and London, do not require it to be treated separately from General Anatomy.

7.—Victoria requires 12 months' attendance on Clinical Lectures, whilst Queen's and Toronto only require 6, and McGill College two courses of two hours a week, but in this respect Victoria is supported by the practice of the British Schools.

adian Schools from their own Prospectuses. There will be observed a remarkable difference between the two, namely, that the British Schools require a less attendance upon Lectures, and a larger attendance upon the Hospitals, owing, in all probability, to the greater abundance of Hospitals there than in Canada. As compared with each other, the requirements of the Canadian Schools of Medicine are very similar.

I would, at the same time, state what the work of Matriculation Examinations in the Canadian Institutions is,—

Matriculation Examination at VICTORIA.—Satisfactory evidence of classical and general attainments. In Classics—London Pharmacopœia, Gregory's Conspectus, or Sallust or any other Latin book.

Matriculation Examination at McGILL'S.—Proof of competent classical attainments, either by examination, or otherwise.

Matriculation Examination at QUEEN'S.—Proof of classical attainments.

Matriculation Examination at TORONTO.—Sallust Catilina. Elements of Chemistry and Natural History. Arithmetic and Algebra. English Grammar and Composition. Outlines of English History. Outlines of Ancient and Modern Geography.

With regard to the Matriculation in Medicine, it stands upon an entirely different footing from Matriculation in Arts. The object of a Matriculation Examination in Arts is to shew that the Student is sufficinetly far advanced to go on with his Studies in the prescribed Course. The object of a Matriculation Examination in Medicine is to ascertain whether he has finished his Studies in those departments in which he will never be examined again. I am aware that any Examination for Matriculation will be very partially acted upon, and it is impossible at any one Examination, to decide whether a man is a sufficiently well educated man to fit him for the Profession of Medicine. I entirely agree with Doctor Cook, that it would be a great deal better, if he were required, before proceeding with Medicine, to be either a Graduate in Arts, or to have taken a certain number of a definite Course in Arts. But no one University can introduce this System, when it is not the custom in other Universities; it can only be done by the combined action of them all, and I hope it may yet be done.

NOTE. The Tabular Statement of requisites for Medical Degrees in Great Britain and Ireland is given in such minute detail that it is unnecessary to reproduce it here.

II. *Final Statement by Mr. Langton, made before the Committee, on the 26th April, 1860.*

I can acquit myself of having given rise to any of the personalities which have unfortunately been introduced into the present investigation. The Petitioners have brought forward certain arguments against the present constitution and management of the University, which I have met, with what success it is for the Committee to judge. They have also adduced certain statements of fact and figures, to the accuracy of which I have demurred, but I have stated my objections as temperately, as is consistent with my disinct denial of their truth. No attempt has been made to impugn the correctness of the figures I have given,—I allude principally to my Statements as to the comparative cost of our Professorships, Examinations, and Scholarships, as compared with those of other Universities; but Doctor Ryerson has accused me of misleading the Committee on this latter point, by confounding together University and College Scholarships. A reference to my Evidence will show that I have, in all cases where instituting the comparison, shown the distinction in this respect and have argued that our system of University Scholarships is much more liberal, and more calculated to promote the end for which they were established than when they are exclusively connected with a particular College.

In answer to the objections adduced against our System of Options, as unprecedented and injurious, I have shewn, by a reference to the course prescribed in other Universities, and to the recommendations of the Royal Commissioners, that we are supported by the example of those whom we may well take as our models, in arranging a scheme by which an extended Course of Study may be combined with a thorough mastery of the special branches selected by the Student.* Here, also, Doctor Ryerson has attempted to show that, in quoting from the Commissioners on the Queen's University, Ireland, I have misrepresented their recommendations. But the passages which I have requested the Clerk to read at the Table, show that the subjects which they recommended should not be required from all Students after the second year, embrace, as I stated, Classics, Mathematics and Modern Languages.

There is another part of my argument, which is more a question of opinion than of fact, videlicet: the relative standard required by us and by other Universities. It will be admitted that the full Course in each department, including Honour Work, is with us a high standard, and we have had Students who would have distinguished themselves in any University, but it never was argued, and it would be absurd to suppose, that our Students, as a rule, could compare with the picked men of Great Britain. What I have argued is this: (1) that we have wisely lowered the Matriculation Examination, which was too high; but that even now it is as high as it has been thought prudent to insist upon at Home, being rather above that at London and Cork, and the only equivalent Examination at Cambridge, although rather below that at Belfast, and the only equivalent Examination at Oxford; (2) that the standard for a common Degree is as high as in the British Universities; and, (3), that the stage at which we permit Students to branch off into the special department each may select, is very similiar to that already established in the same Universities, or strongly recommended by the Royal Commissioners. The relative difficulty of the subjects proposed for Examination is, as I have stated, a matter of opinion, and can only be judged of by a Scholar, and I, therefore, desire upon this point to take the evidence of a Gentleman unconnected with the University, whose ability to speak upon the subject is well known to the Committee.†

Question submitted by Reverend Doctor Cook, and put by the Chairman.

Question 301.—You have entered into a long argument in defence of the management of University College. Are you of opinion that, supposing that argument to be ever so successful, it affects any part of my Statement? Several charges have been brought against the management of the Toronto University, regarding especially, extravagant expenditure, by which the aid which might otherwise have come to other Colleges from the Surplus Revenues of the University has been rendered impossible. There have also been charges respecting the education required by the University, and given in University College. Such charges have been made generally in the Memorial presented to Parliament, and a Pamphlet professing to be a defence, of that Memorial of the Wesleyan Conference has also been circulated giving these charges in greater detail.‡ They have also been reproduced in the evidence of Doctor Ryerson, and partially in that of other Witnesses.

I think that, in my reply, I have shown all these accusations to be void of foundation, and that, if Parliament were to yield to the wishes of the Denominational Colleges, they would seriously injure the cause of Academical Education in Canada. As far as Doctor Cook's evidence is concerned, he has brought no charges against the Course of Education in University College; but I confine myself to the general argument, and the policy of establishing Denominational Colleges for several classes of the population, in place of one, and to that I think I have fully replied.

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*Mr. Charles Francis Adams, after an experience of about Fifty years, as Student, Graduate, and subsequently as one of the Overseers of Harvard University, Massachusetts, in an Address delivered at Columbia College in June, 1906, referred to the Optional, or "Elective" System, in operation in American Unviersities, as an "Educational Fad, and a very mischievous one."

†Vide Evidence of Mr. E. A. Meredith, Assistant Provincial Secretary, in his answer to Question 524.

‡The Papers contained in this Pamphlet are printed on pages 229-249 of the Fourteenth Volume of this Documentary History.

The Reverend George Whitaker, Provost of Trinity College, was examined.

Questions submitted by the Reverend Doctor Ryerson, and put by the Chairman.

Question 302.—Are you a Graduate of the University of Cambridge?—Yes.

Question 303.—Did you take Honours at Cambridge?—Yes, in Mathematics and Classics. I was the junior *optimi* in Mathematics—the first in Classics.

Question 304.—What was the period of your residence in Cambridge after taking your Degrees, and did you, during that period, hold any College office?—I was in residence from 1833 to 1839, and during two years of that time was Classical Lecturer, and subsequently for about two years more.

Question 305.—What situations have you filled in this Country?—Provost of Trinity College since my arrival in 1851.

Question 306.—Do you know anything of the System of Options as allowed by the University of Toronto?—Yes.

Question 307.—Is there anything corresponding with this System in the University of Cambridge?—Something corresponding to it was introduced last year.

Question 308.—To what extent?—To this extent, that from the time of the Previous Examination in the middle of the second year, the Student is at liberty to relinquish the study of Classics and Mathematics.

Question 309.—For what Studies?—There are four Courses. He may take Honours in Mathematics, or Classics, or may go out in the Natural Science *Tripos*, or in the Modern Science *Tripos*.

Question 310.—What is the standard of the Previous Examination at Cambridge, as compared with the second year Examination at the University of Toronto?—It is considerably higher. At the time the change was introduced a considerable addition was made to the subjects of the Previous Examination, which has made it nearly, if not quite, equal to the former Examination for the common Degree.

Question 311.—The System of Options thus established at Cambridge does not commence there until Students have arrived at attainments equal to those formerly required for taking a Degree?—I should say so.

Question 312.—Is there a Professor of Modern Languages at Cambridge?—No. But I think that an accident.

Question 313.—Is the Option of substituting Modern Languages for the Classical ever allowed at Cambridge?—No. I will add that I think it undesirable that it should be so.

Question 314.—Do you think that the teaching of Hebrew is necessary in any but a Divinity College?—I do not.

Question 315.—What is your opinion as to our Provincial University as an Examining Body, and for conferring Degrees?—It would be a great benefit, on condition that the standard of examination were good; Examiners competent and impartial, and the system something like permanent.

Question 316.—Do you not think that several Colleges equally aided by the state would contribute much more to the extension of liberal Education, than one Endowed College?—I have no *data* sufficient to answer.*

Question 317.—Do you not think that competitive examinations of the Students of the several Colleges before a Provincial Board, impartially constituted, would contribute greatly to the elevation and thoroughness of University Education in the Country?—Certainly.

Question 318.—Are the Tutors at Cambridge permitted to examine their own Students for Honours, or Degrees?—Great care is taken that no such case shall occur,

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*Mr. C. F. Adams, to whom I have referred on page 198, as a man of wide University experience is strongly of opinion that our larger Colleges and Universities should be subdivided into smaller Colleges, after the model of Oxford and Cambridge, in order to restore the old-time touch between Instructor and Student. In an Address on the subject, he deplores the practical isolation, in large Colleges, of Student and Teacher, or Professor. I shall give his able Address in the next Chapter. (*Editor.*)

but I believe it is prevented rather by honourable feeling than by positive enactment. It is very undesirable that Tutors should examine their own pupils for Honours.

Question 319.—Are there any Colleges at Cambridge, which do not charge fees for Tuition to their Undergraduates?—No.

Question 320.—What is your opinion of the expediency of allowing Students to hold Scholarships, who are not connected with any College, and not attending College Lectures?—I think it defeats the purpose for which Scholarships are founded.

Question 321.—How many Scholarships are there belonging to the University of Cambridge?—I cannot say; but the number of University Scholarships is small, as compared with the College Scholarships. But the case is so unlike that of this Country, that there is no analogy. University Scholarships are there tenable with College Scholarships.

Question 322.—Are they not in your Calendar?—Yes, but it is not easy to reckon them up as there is no Summary.

Question 323.—From what sources are the College Scholarships established, and how are they awarded?—The College Scholarships are sometimes called Foundation Scholarships, because provided by the original foundation. And very frequently other Scholarships have been founded subsequently by private benefactions. They are awarded by some Special Examination in the College, or at the Annual Examinations.

Question 324.—What is your opinion of the expediency of giving Honours at a Matriculation Examination?—I think it very undesirable, and for the reason that at Home Honours are reserved for the final Examination, and, if we speak of Honours gained at earlier examinations, it produces an injurious confusion of terms.

Question 325.—Is it your opinion that there is any tendency in the recent University changes and Civil Service Examinations at Home, to depreciate the study of Classics and encourage the study of more modern branches of learning in their stead? —I think so—in the late changes at Cambridge—not in the other competitive examinations which you mention.

Questions submitted by Mr. Langton, and put by the Chairman.

Question 326.—You have mentioned the Options introduced this year at Cambridge. Are you aware of similar Options before this year?—There were no Options strictly so-called before. I differ slightly from Mr. Langton's Statement yesterday, that there have always been Options, by which men were allowed to take a degree in Mathematics alone. The Mathematical Degree for Honours, as originally conducted, involved a familiar knowledge of the Latin language. Those who took only the ordinary Degree, were examined in Mathematics exclusively. But that was no Option, but rather a neglect of Classics. In the University Examinations afterwards, Classics were introduced for the ordinary Degree, and in more recent changes an addition has been made to the Studies required for the ordinary Degree. But no Option is allowed in either Mathematics, or Classics.

Question 327.—When you took your Degree in Mathematics were you examined on any other subject, for Greek, or Latin, than one of the Epistles, or the Acts of the Apostles?—I first went into the Schools, where I had to write a Thesis in Latin and to keep an Act and three Opponencies. Then I went into the Honour Examination, and then into the Examination for Classical Honours. For my Degree I was not examined even on an Epistle, or the Acts of the Apostles; but I should have been examined in Classics had I not been a Candidate for Mathematical Honours.

Question 328.—Did you not, after your Previous Examination in the middle of your second year, exercise an Option between the Mathematics and Classics for your Degree; the examination in Classics you afterwards underwent being voluntary?—I had to choose Mathematics against my will.

Question 329.—When were the *Triposes* of Natural and Moral Sciences introduced? —First in 1851—before last year.

Question 330.—You have stated that since the Options were introduced, new subjects have been introduced, at the Previous Examination. What were they?—I think the whole Mathematical Examination for the B. A. Degree.

Question 331.—Are you aware that any new Classical subjects were introduced?—I do not know.

Question 332.—Then, as for the Classical Examination, as far as you know the Previous Examination stands where it did?—As far as I know; but I think it most improbable.

Question 333.—Are you aware that the Royal Commissioners ordered that it should stand so?—I am not.

Question 334.—What do you understand to be the important difference between the Classical Examination for the B. A. Degree and the Previous Examination?—1st. In the difficulty of the subjects; and 2nd. On the recognized standard of the Examination in the University. I see that the Classical subjects for the Previous Examination in 1852 were the 23rd Book of the Iliad and the 1st Book of Livy. In the B. A. Examination you have the 6th Book of Thucydides, certainly more difficult than the Iliad. The contrast on the Latin subject,—the 6th Book of the Æneid, is not so obvious. But I have been Examiner in both, and know that the character of the papers is materially different.

Question 335.—You have stated that there is no Option between the Modern Languages and the Classics. Are you aware that the Royal Commissioners recommended it should be allowed?—I believe they did.

Question 336.—You say there is no Professor of Modern Languages at Cambridge. Are there not Lectures on Modern Languages connected with the Chair of History?—There was at the time you came in, a Teacher of Modern Languages with a small stipend from the University.

Question 337.—Is the office a recognized one?—I think it should be so.

Question 338.—Do you know any reason why Students from other Colleges should not compete for Scholarships in the Toronto University?—I have no authority to express more than my own views, and these are, that possessing a Royal Charter, it would be suicidal on our part to commit ourselves to any general system of examination till the conditions I have mentioned shall be fulfilled. The history of Public Education for the last twenty years, in this Country, does not offer much encouragement to those who, in the abstract, would greatly desire to come up for Examination at Toronto. The conditions to which I refer are, that a fit standard should be adopted; that the Examiners should be competent and impartial; and that the system should promise to be permanent.

Question 339.—Were you invited to the first Meeting of the Senate of Toronto University?—Yes.

Question 340.—Did you decline?—Yes, because I was summoned *ex officio*, and thought it right to consult the Council of my own College. By their authority I declined. I coincided with them in opinion; but did not consider the matter merely a personal one.

Question 341.—Then it was the voluntary action of the authorities of Trinity College, which prevented its adhesion to that principle of a Central University which you advocated?—I do not think my appointment to the Senate had anything to do with the other question, or mode of Examination, at the Toronto University.

Question 342.—At the time you declined to act, was there any standard, or mode of Examination prescribed, and were you not nominated on the Senate expressly to prescribe that standard and mode?—Examinations to the best of my belief, have been carried on from year to year. For what purpose I was appointed I never knew. I was simply informed that I was nominated.

Question 343.—Were you not aware that the Act of Parliament authorized the Senate to prescribe the mode and standard of Examination?—I was not.

Question 344.—By the Chairman.—Do you think that in a Country like Canada, the system of Collegiate Education should be exactly similar to that which prevails in, and may be adopted by, an old and wealthy Country like England?—No.

Question 345.—Do you not think that the study of Modern Languages, History and the Physical Sciences is more likely to prove useful to those who are to engage in industrial pursuits for a livelyhood, than that of Mathematics and Classics, to the exclusion of the former?—They may be; but it belongs rather to the Education of Schools, than to that of the Universities.

Question 346.—Is it your opinion that Episcopalians generally will prefer sending their sons to Trinity in preference to University College? How is it in that respect at present? How is it with the wealthier classes? Are your Students mainly those preparing for the Church?—I think we have the good Churchmen at Trinity College. In 1854, there were six Examinations, and, at these, 61 Students graduated in Arts, and this is the analysis of their pursuits. In Holy Orders, 19; study, or practice, of Law, 18; the Army, 2; Grammar Schools, 2; Medicine, 1; remain Students of Divinity, 8, and I dead. Of the twelve others I do not know their destinations.

Question 347.—Are you of opinion that, in this Province, without an endowed Church, without Fellowships in the Universities, without old and richly endowed Grammar Schools, and the many and various inducements in England to acquire eminent Classical and Mathematical attainments, the University Education of this Country can be fairly brought into comparison with that of Cambridge, or be reasonably expected to reach the same standard?—No.

Question submitted by Mr. Langton, and put by the Chairman.

Question 348.—How many Episcopalians not intended for the Ministry are at present Students at Trinity?—We do not know the destinations of the Undergraduates. . . . We have had about nineteen ordained. There are six (Divinity) Students, and the remainder are in the Law, Army, Medicine, or other lay pursuits.

Question 349.—How many have you probably now not intended for the Church?—Probably from fifteen to twenty.

Question submitted by the Reverend S. S. Nelles, and put by the Chairman.

Question 350.—Do you consider that the present Constitution of University College affords the requisite security for the Religious principles of the Professors, or of the Students?—I do not know.

Question 351.—Under what supervision do you think a College should be placed to afford the best moral and Religious security?—I do not think that any satisfactory system can be adopted for Religious and moral control, except by Denominational Colleges.

Question submitted by Reverend Doctor Cook, and put by the Chairman.

Question 352.—Have any overtures been made from the Toronto University to Trinity College, that the latter should affiliate?—No official overture.

Question 353.—Are you not regularly summoned to attend the Senate of the University by the Registrar?—Since Mr. Ross has been Registrar, not before.

Question submitted by Reverend S. S. Nelles, and put by the Chairman.

Question 354.—Did you receive a summons to attend a Meeting respecting a Memorial which was to be sent to Parliament?—The notices, I think, never specify the business to be transacted.

Question 355.—By the Honourable William Cayley.—Referring to Question 352, in which you say no official overtures were made,—were other overtures made?—I do not think that I should refer to merely confidential Communications.

Question 356.—Is there a test required of Students entering Trinity College?—No. There is on taking a Degree.

Question 357.—What is it?—They declare themselves *bona fide* Members of the Church of England.

Question 358.—Then Students may go through the whole Course at Trinity without belonging to any Religious body, and without offence to any Religious opinions they may entertain?—They must attend the College Chapel.

Witness here asked leave of the Committee to add the following Statement:—

In my evidence I have expressed the opinion that it would be very desirable to have one standard of University Education for the whole Country, and perhaps I should mention in a friendly spirit some points which I consider obstacles to union. The Options have been already mentioned, and I consider them a serious obstacle.* At Home the effect of them has not yet been tried; but I believe it will be found that men of inferior capacity will not be able to pass the required Examination in the middle of their Course. I consider also, that the System of Options is tried at Home under favourable circumstances. Mr. Langton justly observed yesterday, that our Grammar Schools are not like those at Home. And I quite agree with him in his paradox, that the Students must fix the standard of Examination themselves. He told us that a year had been added to the University College Course on the grounds of the deficiencies of the Students. Therefore, we may regard their first year as a year of preparation for their Course of Study rather than as strictly belonging to that Course. Under these circumstances I think it impossible, that during the first two years of the University Course the Student can acquire such a knowledge of the Latin and Greek as will be of permanent advantage to him. I consider, also, that at Home the Mathematical and Classical *Triposes* have a prescriptive dignity of character, which they have not acquired here, and that our first duty is to build them up. The introduction of the Options at Home will hardly affect the number of Candidates for Classical and Mathematical Honours. Mr. Langton spoke this morning very justly of the influence of a clever youth both on his Teacher and his Class; and if, with our present limited number of Students we are to have any wholesome emulation, we must, for the time, confine our Students to a comparatively limited range of subjects in Examination for Honours. I think another arrangement greatly prejudicial to the interests of education is the conferring of Degrees on examination, without residence, or attendance at Lectures, without any restriction. I am well aware that the circumstances of the Country may render this necessary in some instances, and we have adopted it at Trinity College for a limited number of years, guarded by several restrictions, which will appear from the Paper I hand in, which is as follows:—

"A Statute to the following effect was passed by the Corporation of Trinity College at its Meeting on the 3rd of April:—

"That in consideration of the small opportunity which the Members of the Church (of England) in the Province have hitherto possessed of availing themselves of a University Education, Candidates be admitted to Degrees in Arts by Examination, without residence, or attendance at Lectures, for the space of five years, beginning from October, 1860, under the following Regulations:

"I. All candidates shall be Members of the United Church of England and Ireland."

"II. They shall produce testimonials both of good conduct and attainment, signed by at least one parochial Clergyman, and two Laymen of respectability."

"III. They shall satisfy the Corporation that professional duties preclude the possibility of their passing through a regular College Course."

"IV. No Candidate shall be less than twenty-five years of age."

"V. These Regulations shall, in no way, affect the Regulations already made respecting Divinity Students."

"VI Candidates shall pass the several University Examinations, that is to say, the Examination for Matriculation, the Previous Examination, and the Examination for the Degree of B. A., at the usual intervals."

"N. B.—Under this Statute Candidates possessing the requisite qualifications will be admitted to the Annual Matriculation Examinations from October, 1860, to October, 1864, both inclusive; and may afterwards present themselves at the Previous Examination and at the Examination for B. A., in any year, provided that they do not, in either case, anticipate the ordinary time of passing those Examinations. The Previous Examination takes place at the end of the Lent Term of the year next but one following that in which the Matriculation Examination is passed, and the Examination for B. A., takes place three years after Matriculation." [See Note on page 164.]

But if this be adopted as a permanent rule, without limits as to age, its tendency will be to keep down University attainments to the minimum, and, indeed, to divest the University of its proper character as a place of instruction. I may mention one other point, I consider it a serious objection that a young man prosecuting the study of the Law for five years at a Lawyer's Office, should be simultaneously going through a three years' College Course, and should, in virtue of a Degree which he takes at the end of those three years, have the five years reduced to three. I merely refer to these things as constituting difficulties in the way of union, which otherwise would, for many reasons, be desirable: but I do so in no unfriendly spirit.

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*See Note on the subject of "Elective," or Optional, Studies, on page 198 of this Chapter.

Question submitted by Mr. Langton, and put by the Chairman.

Question 359.—Are you aware that the Oxford Commissioners strongly recommend, that Students unconnected with any College should be admitted to the University, and especially to meet the cases of Persons of maturer years, and that the same system is pursued in the London University?—I cannot say.

Question 360.—By the Honourable William Cayley.—At the present moment there is no test, or other impediment, to a Student not a Member of the Church of England, going through the whole or a University Course of Study at Trinity College up to the period of taking his B. A. Degree, except that, if it be an impediment, of attending Chapel?—None, but he must attend Chapel, and also the Lectures on the Catechism and Articles of the Church of England.

Question submitted by Reverend Doctor Cook, and put by the Chairman.

Question 361.—Which would be most advantageous, to have one large College, such as that now existing at Toronto, or a number of Colleges competing with and rivalling each other, and sending up their men to one common Examination?—The question is not a simple one. The answer would depend upon the manner in which the Colleges are constituted. If we take the University of Cambridge, I think, the interests of education would be promoted by drawing some of the small Colleges together for educational purposes; but I do not think it would be well to resolve them into one large College.*

The Reverend John Ambery, M. A., of Trinity College, Toronto, examined:—

Questions submitted by the Reverend Doctor Ryerson, and put by the Chairman.

Question 362.—Are you a Graduate of the University of Oxford?—I am.

Question 363.—Did you take Honours at Oxford?—I did.

Question 364.—In what did you take Honours?—In Classics.

Question 365.—What was the period of your residence there after taking your Degree?—I resided three years after taking my Degree.

Question 366.—What situations have you filled in this Country?—I have been three years Professor of Classics in Trinity College, and since that Master in the Model Grammar School.

Question 367.—Have you read the Toronto University College Calendar for the last three, or four, years?—I have looked over the Toronto College Calendar for three years past.

Question 368.—Have you remarked any, and if any, what differences between that of 1857, and the Calendars of the two preceding years?—In the first Calendar the names of the Students in University College only are graded. In the following years it was a Calendar for the University, though retaining the name of the Calendar of University College.

Question 369.—What have you observed peculiar in the mode of entering the names of Students and Members of the College?—I have observed that the way of arranging the Calendar was different from that of the English Universities, in this respect,—that the higher Degree in England involves the lower, and a man does not appear three, or four, times in Degrees.

Question 370.—What do you think is the proper test of the number of Students attending a College?—I should think the test was not to be looked for in the Calendar but in the lists of those who enter for Terminal Examinations.

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*See the opinion of an experienced Overseer of Harvard University on the question of large Colleges and smaller ones, quoted on a Note on page 199 of this Chapter.

Question 371.—What have you found to be the numbers of Undergraduates, or regular Students in Toronto University College according to their Calendar, during the last three years?—Altogether 144. I made the average to be 48 for the last three years. I found in the last Calendar the names of eight Persons entered, both as Bachelors of Arts, and in the lists of Under-graduates, without note, or comment.

Question 372.—Do these Returns show that these numbers have been in actual attendance at the College? What Returns would show it?—I think the Returns should consist of the lists of those who enter for Terminal Examinations.

Question 373.—What Examination at Oxford corresponds with a Matriculation Examination in the Toronto University?—There is no technical Matriculation Examination at Oxford. The Commissioners recommend that the Previous Examination, or *Responsions* should be put forward very early in the Academical Course, so as to serve in reality in place of the Matriculation Examination.

Question 374.—To what Examination in the Toronto University do you think the first Examinations, or *Responsions*, is equal?—If the subjects for the first Degree Examination at Toronto are those fixed on for the fourth year, I consider that the Previous Examination at Oxford is equal to that first Examination in Upper Canada.

Question 375.—To what Examination in the Toronto University do you think the first Public Examination, or *Moderations*, at Oxford is equal?—I think the first Examination for *Moderations* may be a little inferior to the Honour Examination for Degrees, and the Honour Examination for *Moderations* at Oxford to be a very little superior.

Question 376.—Are Candidates for Honours at the final, or Degree, Examination at Oxford, exempted from Examination in any of the pass subjects?—No.

Question 377.—Have you examined the lists of Scholarships, Prizes, Honours and Certificates of the Toronto University and University College?—I have examined them cursorily.

Question 378.—Do you think them excessive for the number of Students?—I think the Prizes greatly in excess. I find one Person, in his course, who carried off fifty in the College and University Examinations.

Question 378½.—Is there any thing equal to them in number at Oxford?—Certainly not, as far as Prizes are concerned. In my College we had but two Prizes.

Question 380.—Is there any example at Oxford of a Student enjoying a Scholarship, without pursuing his Studies in some College during any part of the period of his Scholarship?—No.

Question 381.—Should a Student, who had obtained a Scholarship, neglect to attend his College Lectures during any part of the period of his holding his Scholarship, what would be the result?—The result would be that he would receive no emolument for the time of absence.

Question 382.—Have you noticed the advertisement in the daily papers of Toronto, and in the University College Calendar, of the employment of the College Tutor in devoting his Lectures, during five days in the week, to prepare Pupils for Matriculation?—I have.

Question 383.—Have you ever known a salaried College Tutor to be thus employed, or a University Endowment to be thus expended?—No.

Question 384.—You have been some time Classical Professor in Trinity College in Toronto?—For three years.

Question 385.—How many Students have graduated in Trinity College since 1854, when Degrees were first conferred?—Sixty.

Question 386.—Does that number include *ad eundems*, or Members of other Colleges admitted?—No.

Question 387.—Has there been a higher standard of Matriculation in Trinity College than that which is now required?—Yes; as far as the number of Books goes.

Question 388.—Why has it been reduced?—It was reduced to meet the general system of the Country. As all the Grammar Schools prepared on certain subjects, the College was bound to fall in with the System.

Question 389.—How many hours a week have been devoted to pass men in Classics, beside special instruction given to Candidates for Honours?—Thirteen hours a week.

Question 390.—How many Hours a day does the Classical Professor devote to Lectures, or teaching, in Trinity College?—From three to four.

Question 391.—What is your opinion as to one Provincial University as an Examining Body and for conferring Degrees?—It is indispensable to raise the education of the Province.

Question 392.—Do you think that several Colleges equally aided by the State would contribute more to the extension of liberal education, than one endowed College?—I cannot answer.

Question 393.—Do you think that competitive Examinations of the Students of the several Colleges before a Provincial Board impartially constituted, would contribute greatly to the thoroughness and elevation of University Education in the Country?—I think it would.

Question 394.—Are the Tutors at Oxford permitted to examine their own Students for Honours and Degrees?—No.

Question 395.—How many Scholarships are there belonging to the University of Oxford?—Twenty belonging to the University.

Question 396.—How are the College Scholarships established and awarded?—By original foundation, or, since, by private Endowment.

Question 397.—Is it your opinion that there is any tendency in the recent University changes and Civil Service, Examinations at Home, to depreciate the study of Classics?—As far as Oxford is concerned, I do not think there is any tendency to depreciate the study of Classics. As far as the Civil Service Examination is concerned, I refer to the Report of a Commission in 1854, consisting of Right Honourable T. B. Macaulay, Lord Ashburton, Reverend Henry Melville, Professor Jowett, and Mr. Shaw Lefèvre, in which they assign 1,500 marks for Greek and Latin, on the Examination, while Mathematics have only 1,000.

Questions submitted by Mr. Langton, and put by the Chairman.

Question 398.—Do you, in answer to Question 378, refer to the University, or the College, Prizes?—To the College Prizes.

Question 399.—You have not replied to that part of the Question which relates to Scholarships—please answer?—I have not added them up.

Question 400.—The number of Scholarships in the University of Toronto, though not necessarily awarded, being sixty-one, and the number of Students examined last year being 196, do you think the disproportion excessive?—I do think it excessive.

Question 401.—Are the number of Scholarships already established at Toronto less, or more, as compared with the number of Students examined, taking into account the fact of those Scholarships being tenable only for one year, than those at Trinity, taking into account that they are tenable for two, or more, years?—I do not know the number at Trinity.

Question 402.—You have stated the present practice at Oxford. Are you not aware that the Royal Commissioners recommend that the System of Options shall be greatly extended, and that the Examinators of *Responsions* shall be the only compulsory Examinators for all Students, and that after that the Students may take only one of several Options?—I am not aware of what was the recommendation; but it has not been carried out, because, from the *Literæ Humaniores*, or Classical Schools, there is no Option allowed.

Question 403.—What was the reduction in the Matriculation Examination of Trinity lately made?—The reduction was rather a change of subjects. We substituted in Greek the First Book of the Anabasis for the Memorabilia of Xenophon, which I think was a less difficult Examination, and in Latin, we put the *De Amicitia* and *De Senectute* for the Catilina, which is no éasier examination.

Question submitted by the Reverend Doctor Ryerson, and put by the Chairman.

Question 404.—How many Terms are there at Oxford?—Sixteen, four each year.

Question 405.—By whom were the Scholarships at Trinity established?—By different individuals. Four of them out of the funds of the College, the amounts being £30, £25 and £20.

The Reverend Doctor Stinson was further Examined by the Honourable William Cayley.

Question 406.—From the tenor of your Statement-in-chief, it is to be inferred that the present Revenues of Victoria College do not enable the Authorities to undertake all they could wish, to promote the objects of the Institution?—Yes.

Question 407.—What additional Annual sum would enable you to place the College in the condition you desire?—Two thousand five hundred pounds.

Question 408.—How would you distribute that additional sum?—In the increase of the Professors' Salaries, and in the establishment of a Library and Museum, and Chemical and Philosophical Apparatus, and, if the means allowed, in the erection of additional Buildings.

April 21st, 1860. Professor Wilson addressed the following Statement to the Committee.

I observe from the Minutes of this Committee, that you have now been sitting for a month, and up to this time no Representative of University College has appeared before you. You wisely determined that those who have prayed for an enquiry into the management of the University and College should, in the first place, submit to you the grounds on which they preferred their charge against us, and that afterwards we should be heard in reply. I am deeply conscious of the responsibility of the position I occupy as the sole Representative of University College. I should have been better pleased if some of my Colleagues, who have been longer in this Country, and are more familiar with the habits of Canadian society and the feelings of Canadian Legislators, had appeared in our behalf. Nevertheless, I feel this confidence that I have a good cause, which can be subjected to the closest investigation, without any apprehension on our part as to the result. Had I addressed you at an earlier stage, the many details of the Course of Study, the Matriculation Examinations, the Honour work, etcetera, which have been objected to, would have naturally formed subjects of comment by me, but they have already been so ably dealt with by the Vice-Chancellor of the University that I feel myself at liberty to omit much, which, at an earlier period, I should have deemed it my duty to submit to the Committee.

As Members of the Senate we have felt no slight satisfaction in having as our Representative a Gentleman who, after graduating in the University of Cambridge, has spent the most important years of his later life in Canada, and alike as a Member of the Legislature, and in the occupation of offices of high trust and responsibility, has won for himself a character of undoubted probity and sterling worth. To our Vice-Chancellor, therefore, as one familiar with the details of the English Universities, I may fitly resign the defence of our Canadian System on all those points on which we have deliberately and advisedly departed from such ancient models. But there is one statement in your Evidence, of a somewhat personal nature to which it seems indispensable that I should refer at the outset.

The Reverend Doctor Ryerson has paid me the unlooked for compliment of selecting me as the foremost of "several eminent individuals," from whose writings he has presented extracts to you on the subject of education. As the passages will appear in his printed Evidence, along with my own, I need not read the quotations, which occur in a review article, written upwards of four years ago. I presume it must be ascribed to some accidental oversight that he has represented two passages occurring in the same brief article, within a few pages of each other, as opinions published, the one in

"March, 1856," and the other in "August, 1858." It is not always convenient, as Doctor Ryerson must by this time be well aware, to have the opinions of former years thus reproduced. Happily, however, those quotations express opinions which I still retain unchanged. But the Committee will form a very false idea of what these are, if they judge of them by the detached fragments of the article which have been selected by Doctor Reryson as alone suited to the line of argument he has adopted. Reviewing certain Educational Papers, then recently published, and especially an exceedingly grandiloquent discourse delivered by the Chancellor of an American University, in which, while speaking of the English University System with great disparagement, he exhibited gross ignorance of all which especially pertains to it, I took occasion to commend the thoroughness of that system, in "the subjects specially cultivated," videlicet, Classics and Mathematics; and quoting the American scholar, Mr. Bristed's "Five years in an English University," where he describes the healthy and vigorous intellectual powers acquired by a Cambridge "Honour man," I remarked, "to such a man of ripe mind and studious habits, the acquisition of a modern language, such as the French, or Italian, is a mere pastime, and the German only a pleasant task. What would he say to the substitution of them by our University reformers as equivalents for the Greek and Latin—the sole keys to all the treasures of Theology, Philosophy and Science?"

An incompetent Adviser on Higher Education. I desire to speak personally of Doctor Ryerson with the utmost respect. In the earlier years of my residence in Canada, I have been in habit of frequent friendly intercourse with him; and have been wont to look up to him as, to a great extent, the builder up of that unsectarian Common School System of which Canada may well be proud. His very official connexion with a Non-denominational system of education so entirely in accordance with my own views, led me frequently to consult him on educational details in relation to the University, at a time when he had a seat on its Senate, while I was excluded from it. But the duty I owe to the College, in the responsible position I here occupy, compels me to draw the attention of the Committee to the fact,—forced into much more important prominence by the general nature of the Evidence already given by Doctor Ryerson, and produced at his suggestion, than even by the use he has made of quotations from this slight article,—that part a least of the otherwise unaccountable conduct he is now pursuing in his assault on our University System must be ascribed to his ignorance of the details of a College and University Course, consequent on his never having enjoyed the advantage of a University Education.

I say this in no disparagement of Doctor Ryerson; for if it were possible, by such means to account for all that is otherwise indefensible in the course he has pursued before this Committee, his errors would be venial indeed. For it can be charged as blamable to no man, that he received his education in this Province at a time when there was scarcely a Grammar School within its borders. He is not to blame for this. But he is to blame for insisting on laying down the law on matters in which he has not had the slightest experience, and to men who have been trained in the best Universities of Great Britain. To this cause I must ascribe the fact that Doctor Ryerson was manifestly unaware of the distinction very clearly apparent to all familiar with the English University System, that my remarks referred exclusively to Honour men.

I am confirmed in this belief by the quotation of another passage, from the very next page in which I referred to the fact that Oxford and Cambridge furnish Professors of Classics and Mathematics,—their own special departments,—to all Schools and College of the Empire. But what has this to do with Doctor Ryerson's views on Options, Matriculation, etcetera? The present Professor of Mathematics in Edinburgh University, was Senior Wrangler of Cambridge,—the highest Honour man of his year; but does Doctor Ryerson, therefore, assume that the poll men, who constitute the great majority of Cambridge Students, would form "highly qualified Teachers" even for Common Schools? And yet, when I remember that in a Letter Doctor Ryerson has given in Evidence relative to his own scheme for Grammar School Scholarships in University College, he actually proposes to complete their whole College education in a single year,* I may assume that he did so entirely misunderstand me as to interpret my remarks as equally applicable to every Graduate of Cambridge, or Oxford.

It could not need the weight of any testimony from me to confirm the value of the language of Plato and Aristotle, or of Cicero and Tacitus; nor was it for any such purpose it was quoted; but to make me appear, per force, as a Witness in favour of the line of argument by which Doctor Ryerson has endeavoured to discredit the System of Options adopted by the University of Toronto. The truth is, it is just because Latin was almost the sole Language in which all the works on Theology, Philosophy and Science were written; and that Artistotle constituted the recognised fountain head from whence they drew, that, in the 16th and 17th Centuries, Oxford wisely gave the pre-eminence to Classical Studies in her University Curriculum; and it is just because this has ceased to be the case, and that German and French are now the keys to so much modern Philosophy and Science, that all wise University reformers are learning to give to Modern Languages the place they justly claim in a liberal education.

A Strange Contrast. In calling in question the System of Options introduced into our University, Doctor Ryerson contrasted in very strong and unfavourable terms the advantages enjoyed by the Students of Yale and Harvard Colleges in the United States, with the inferior and lowering system of Toronto University. He has spoken of Harvard and Yale, as if these American Colleges presented a Course of Instruction altogether superior to what we have been establishing for the benefit of Canadian youth. But yet in this very article from which he found it convenient to quote detached fragments of what I had written years ago, for a mere temporary purpose, it by no means tallied with his object to notice this passage quoted from Mr. Bristed, an Honour Graduate of Cambridge, and a distinguished American scholar of the present day. "Were I to be questioned," says he, "by an educated foreigner, Englishman, or Frenchman, German, Hollander, or Dane, about the standard of Scholarship in our Universities in the United States, I would be obliged to answer it is exceedingly low. When I went to Yale College in 1835, the first thing that struck me was the Classical deficiency of many of the Students and of some of the Instructors. Harvard is no better off, and the state of other Colleges through the Country, many of which derive Instructors from these two New England Colleges, may be easily inferred.''

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*Extract from a Letter addressed to the Chancellor of the University of Toronto, by the Reverend Doctor Ryerson, March 23rd, 1857, containing his "Suggestions for the Establishment of Exhibitions in University College, for Masterships of Grammar Schools; each to be of the value of £50, and tenable for one year only."

"Each Exhibition to be bestowed upon the following conditions:

"1.—The Exhibitioner must have taught a Common School in Upper Canada;

"2.—He must have attended the Provincial Normal School at least one session;

"3.—He must have been recommended by the Council of Public Instruction;

"4.—He must engage to teach a Grammar School in Upper Canada for at least three or four years; and provide security for the fulfilment of this promise, or refund the amount of his Exhibition, with interest.

"One of the most pressing wants of the Grammar Schools, is that of duly qualified Masters. Several of the Schools are now closed on that account,—the Boards of Trustees being unable to procure Masters qualified according to law.

"In our present Normal and Model Schools, and in our proposed Model Grammar School, the Exhibitioners would receive a thorough preparatory training, both as Students and Teachers, in all the subjects in which Candidates are examined for Matriculation, into the University.

"With this preparation one year's attendance at University College, where, in addition to the able corps of Professors, so many advantages are enjoyed by Students in the excellent Apparatus provided, and in valuable collections of the Museum and Library, would admirably qualify the Exhibitioners for the Masterships of Grammar Schools. In some instances they would doubtless persevere until they obtained a Degree."—Evidence of Select Committee, pages 147, 148 of this Chapter.

Compare this scheme of Doctor Ryerson's, of 1857, which was rejected by the University on account of the inadequate and lowering standard of education it proposed for Grammar School Teachers, with his statement before the Committee, in 1860:—

"The individuals connected with myself,—the party unconnected with what may be called the National Unversity of the Country, stand as the conservators of a high standard of Education, and appear before you as the advocates of a thorough course of training that will discipline, in the most effectual manner, the powers of the mind, and prepare the youth of our Country for those pursuits and those engagements which demand their attention as men, Christians, and patriots; while the very persons to whom has been allotted this great interest, this important trust, stand before you as the advocates of a reduction, of a puerile system which has never invigorated the mind, or raised up great men in any country."—Doctor Ryerson's Reply—Evidence of Select Committee, page 141.

Such is the impartial testimony of an American scholar with respect to those very American Colleges which Doctor Ryerson has found it suit his purpose to laud, in contrast with Toronto University; the Graduates of which, I hestitate not to say, would not only compare favourably, but would contrast strikingly in their attainments with the Graduates of either Yale, or Harvard. I may remark also that it is a curious illustration of Doctor Ryeron's knowledge of the requisites of a University Scheme of Education, to find him urging that, whereas, for a particular Examination, we name certain definite and prescribed portions of Books on which the Student shall be examined,—thereby guaranteeing that those portions shall be well and thoroughly got up—Harvard requires the ''whole'' of Cæsar, and the ''whole'' of Livy, instead of prescribing, in accordance with the practice of all the British Universities, certain portions, and ascertaining by examination that the Student has thoroughly mastered them.

Unwise, because untenable, Charges. A great deal of work has been made in this discussion about the question of Options.† But I almost venture to think, what I have already seen in relation to the feelings of Gentlemen on both sides, that by this time there are some of those engaged in advocating the cause against which I have to defend University College, who regret that this question of Options was ever brought up, or that they based their claims on untenable charges against us. You have before you the Representatives both of Queen's and Victoria Colleges, and had they appeared here,—as, had they been left to their own unbiased judgment, I believe they would have done,—presenting their claims in the aspect in which Doctor Cook is now prepared to rest his cause; and saying: University Education ought to be Denominational, and that £2,500 added to the Annual Income of Queen's College, Kingston, would be a great advantage to its Funds; these are simple propositions which you could have discussed temperately and impartially, and which we might have found it difficult effectually to resist. But those Gentlemen, the Representatives of Queen's and Victoria Colleges, have been betrayed, against their better judgments, into bringing up a set of charges against the University and University College of Toronto, which, I venture to say, are utterly untenable, and which the Principal of Queen's College has already declared himself ashamed of.

Our new Model for a Canadian University. You had a curious exhibition before the Committee yesterday, which was to me, at least, exceedingly instructive. We had the pleasure of seeing the Provost of Trinity College, and one of the Masters of Doctor Ryerson's Model Grammar School, formerly a Professor of Trinity, cross-examined by the Doctor, on the peculiar characteristics and special virtues of Oxford and Cambridge Universities. You know, Gentlemen, what these Universities are,—wealthily Endowed Institutions, where the accumulated bequests of centuries have been gathered together; where a large number of Colleges are collected,* and where chiefly are aristocracy of England receive their education; Colleges where, unless a man can give his Son, at the very least, something like $750 a year, to sustain him during his brief term of residence, he had better keep him at home. And these are the Institutions you are to accept as your models for training the youth of Canada in this nineteenth century! But, besides that, there was something amusing in the special points to which your attention was directed. I have no great familiarity with the systems of Oxford, or Cambridge. I was educated in Scottish halls, and it must have been scarcely less puzzling to Doctor Cook and other Gentlemen of Scottish University training, than to myself, while listening to Doctor Ryerson putting Provost Whitaker and Mr. Ambery through their Questions as the virtues of *Acts* and *Opponencies* at Cambridge, and *Responsions* and other mysterious forms of medieval Oxford, which have survived to our day; very admirable things, in their way, but, on which I can profess to throw exceedingly little light. Doctor Ryerson, however, has got himself up on them; and, perhaps, if subjected to Cross-examination, we might succeed in comprehending the merits of those precious relics of ancient Oxford, which are to invigorate and restore our University System. With regard to the System of Options, which we have introduced, I need not go into details, as these have been so well and so satisfactorily explained by the Vice-Chancellor. I would remind you, however, of this, that the very Act under which our University and College exist, specifies London University, and not Oxford, or Cambridge, as our model,—London University, established in the Nineteenth Century, with a view to meeting all the advanced requirements of this age, rather than Oxford University, which is understood from vague tradition to have owed its origin to a meeting of three monks in a barn, some time in the good old times of the Saxon Alfred; and which from such practical characteristics as chiefly distinguish the men it turns out—notwithstanding some noteworthy exceptions—does not strike me as precisely the Institution to be recommended to you as the model for a Canadian University.

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*In his subsequent statement Doctor Ryerson remarks: "We are told that, by multiplying Colleges we shall reduce the number of our Students to an extent almost without precedent in any Country;" and in refutation of this he quotes the list of sixteen Cambridge Colleges, averaging thirty-one Students each; and of twenty-four Oxford Colleges, averaging eighteen Students each, (by a strange misprint it appears in the evidence as 182!) But the deception of averages was never better shown. Those of Cambridge are made up with the help of the great open College of Trinity with its 151 new entries, and upwards of 400 under-graduates, and St. John's with its 97 entries. With such the following may make shift to pass muster: Christ's, 20; Clare, 19; Pembroke, 10; Trinity Hall, 10; King's, 4; Sidney, 8; Downing, 4.

As for Oxford, its list winds up with—St. Edmund's, 7; Corpus Christi, 6; Magdalene, 2; All Souls', 1; New Inn, 1; St. Alban's, 0.

These may suffice to illustrate the deception involved in speaking of the Colleges of Canada, as though they were identical in any thing else but name with the wealthy corporations of Fellows and Scholars of Oxford, or Cambridge. The fallacy is obvious to every English Student, though it may deceive some Canadians. The Reverend Provost Whittaker thus replies to a question of Doctor Ryerson:

"*Question* 321.—How many University Scholarships are there at Cambridge?

Answer.—I canot say; but the number of University Scholarships is small, as compared with the College Scholarships. But the case is so unlike that of this Country that there is no analogy."

†See Mr. Adams' remarks on Elective Studies in a Note on page 198 herweith.

The New Canadian System. Returning, however, to the System of Options, it is one which I feel assured only requires to be fully understood to recommend itself to acceptance, in the judgment of an intelligent body of Canadian Legislators. It is very easy for a wealthy English Nobleman, or Gentleman, to send his Son to Oxford, or Cambridge, to devote three, four, or five, years to acquiring the most critical mastery of Latin and Greek; to be utterly incapable of a false quantity; to be able to compose the most perfect Latin Verse; and to prove, it may be, a thorough master in all the little niceties of Classical refinement; and then, after he has sown his wild oats, and spent £700 or £800, or, perhaps, £1,000 sterling, at College, to make up his mind what his special profession in life may be. But that is not what Canada requires. We want an Educational Institution which shall train our young men for the practical duties of life. And when the Legislature of Canada established a new Toronto University and University College, on the modern system of the University of London, I doubt not you endeavoured to select men to whose judgment you could entrust the arrangement of their details.

For I must crave your attention for a moment, while I correct an error, forced upon your acceptance in various forms. Neither the Senate of the University, nor the College Council, have presumed to dictate a System of Education to this Province.* By the solemn Act of the Legislature, passed in 1853, the old system was abolished; and in lieu of its exclusively Classical and Mathematical training, the Legislature established Chairs of Natural Sciences, Modern Languages, English Literature and History; and prescribed to the University of Toronto, that of London as its model. In full accordance with this, therefore, the Senate have aimed at establishing such a System of Options as shall practically carry out the wishes of the Legislature, and give just encouragement to all those departments of knowledge. But so far have they been from ignoring, or slighting, Classics and Mathematics, that a double number of Scholarships is apportioned to each of these subjects; and special encouragements are held out to the Students to devote their chief energies to them throughout the Course.*

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*"Now, sir, I think that Doctor Wilson, and the other Gentlemen to whom he referred, from whose attainments and abilities I wish to detract nothing, must themselves admit that they came to this Country as Teachers,—he of English Literature and Language; the rest of certain other branches. He, however, seems to think they did not come for that purpose only, but for the more noble, exalted, almost legislative purpose of giving to the people of Canada a System of Collegiate Instruction. Doctor Wilson says,—Shall not we be entrusted with determining this question—we all Graduates, we all men from old Universities, and will you pretend, people of Canada, to dictate to us, learned persons, what kind of superior education shall be adopted for the training of your youth? Sir, I went to Europe for the purpose of obtaining persons qualified for special work, but I did not go to them to dictate the kind of education to be given here, or the manner of giving it. I procured them to carry out a System already devised for this Country, not to dictate one to us, much less to do so in the assuming tone in which these words were addressed to you the other day. I think these Gentlemen.

The Professors. And when the Legislature of Canada thus re-modelled its system of instruction, I am justified in presuming that it also endeavoured to select for its Professors men who could be entrusted with carrying out the details of such a System. I may be pardoned, therefore, if I make some special reference to what the men of University College actually are. We have at the head of the Institution a Gentleman who took the foremost rank in Trinity College, Dublin, carrying off the Gold Medal as the highest Classical scholar of his year. In the Professor of Metaphysics we have a representative of the ancient University of Oxford; a representative of its special characteristics as well as of its learning. We have two Graduates of Cambridge, both men who took distinguished Honours in their respective years; Professor Cherriman, who not only attained high rank as a Wrangler, but also obtained a Fellowship in St. John s College, Cambridge; Doctor Croft, who, after receiving his earlier education in England, completed his studies in the famed University of Berlin, and mastered his special science of Chemistry under Mitscherlich, one of the most celebrated Chemists of Europe. The benefits of his knowledge, thus acquired, you now enjoy in frequent cases in the Courts of Law, as well as in the College and University. Another of the College staff, Professor Hincks, resigned for his present duties the corresponding Chair of Natural History, in Queen's College, Cork; and Professor Chapman—who, as a Mineralogist, takes a rank not inferior to any in the old world,—before he was transferred to a Chair in Toronto, he occupied with distinguished credit that of Mineralogy in University College, London. Of myself I may be permitted to say this at least, that having some familiarity, with the specialities of our Scottish Educational System, my experience may not be without its value, when added to that of others, looking on the requirements of our Canadian University from such varied points of view.†

I trust, therefore, it will not seem altogether unreasonable if we venture to appeal our case in this form—Are we not fit to be trusted with advising in some degree in reference to a Course of Study for Canadian Students? Or do you believe a class of

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whatever may be their talents, whatever may be their attainments, mistook considerably the purpose for which they were brought to this Country, when they set themselves up for judges as to what kind of Superior Education the people should receive from them."—Reverend Doctor Ryerson's Reply—Evidence, page 144.

*By mixing up with the Scholarships in the Faculty of Arts those for Law and Medicine, with which University College can have no connection, most exaggerated and false ideas of the number of Scholarships have been circulated. The facts are these, in relation to the Faculty of Arts:—

At Matriculation there are three Scholarships for general proficiency in the subjects appointed for all Students.

At Matriculation, and in each subsequent year, there are two in Greek and Latin Classics, two in Mathematics, and one in each of: Natural Sciences; Modern Languages with History; of Ethics, Mataphysics, etcetera, and in Oriental Languages.

These, if held on the English plan, would only count as eight Scholarships in all. But because the better plan has been introducd here of compelling their holders to compete against all rivals, at the end of each year, this is made an excuse for counting each year as a distinct Scholarship, when comparing it with those held for a term of years. The injustice and untruthfulness of this is obvious.

Again, it will be seen by the above Scheme that double encouragement is held out to the pursuit of Classics and Mathematics, over all the other subjects, from the beginning to the end of the Course.

†*Question* 264.—Notwithstanding all you have said to the disparagement of the Institution, is it not the fact that University College has an able and efficient staff of Professors, and do not the Students attend it enjoy great advantages from the excellent Apparatus, Library and Museum?

Doctor Ryerson's answer.—Yes. I enterain a high opinion of the Professors at that Institution, and I have always so expressed myself.

men thus selected from the different Universities of Britain are likely deliberately to pursue a plan for deteriorating the Education of this Country, by admitting into the University youths not fit to enter a Grammar School, and by giving Degrees to men whose inferiority will degrade the character of the University of our adopted Country, and on which our own future reputation depends?

I think I might fairly stake the whole question on such ground. But that is not the ground on which we shall appeal: for I maintain that the course we have adopted is one which will stand the thoroughest investigation. I know that during the time it was in deliberation, since I had a seat as Member of the Senate, we have met week after week, and sat patiently over every detail of the System many a time long after midnight.

Conduct of Professors on the Senate. It has indeed been strangely enough advanced by Doctor Ryerson in his defence against certain complicity in objectionable acts of the Senate, that he, being appointed to a Seat there specially official capacity as Superintendent of Education, attended rarely, except when he had some particular purpose in view. It seems, moreover, that it is actually made a charge against certain of the Professors, that since our appointment as Members of Senate, our names are to be found frequently on its sederunts! I confess I have exposed myself to this charge. It has not been my practice to accept the Membership of any Board without intending to fulfil its duties. During the whole time that I have been a Member of the Senate, I believe I have only been absent twice from its Meetings, and on those two occasions from indisposition; and from the Meetings of the College Council during the seven years that I have been a Member of that Body, I have, I believe, only been absent once. My Colleagues could render a similar account of their stewardship. We have fulfilled our duties carefully, patiently, and have earnestly tried to mature a System of Study adapted for Canada; neither taking Oxford, nor Dublin, nor the Scottish Universities, nor the Queen's University of Ireland, as our sole model; but, trying to get from each what was specially fitted for the requirements of this new Country, which occupies a position different from all.

The Matriculation Examinations. We have also turned our attention to the condition of the Grammar Schools. And no fact is more obvious, or commends itself more clearly to your common sense, than this, that,—if the University and College are to be for the benefit of the people at large,—there can be no gap, or interval, between the Grammar Schools and the University. The Grammar Schools train the youth up to the point at which the University receives them, and are we to adopt a standard for Matriculation placed at a point which these Grammar Schools cannot reach? I hold in my hand the original Matriculation Examination of the University of Toronto, inherited from the old King's College,* which, I do not hesitate to say, if persisted in by us, would have been the most solemn farce educated men ever attempted to perpetrate in a new Country. It actually requres a youth at his Examination for admission to the University to have read Homer's Iliad, Xenophon, Lucian, Virgil, Ovid and if he competed for a Scholarship, to have read more of Homer, of the Iliad and Odyssey both. Horace's Odes, Virgil's Æneid, Ovid's Fasti, Lucian's Menippus,—to have gone in fact through nearly all the chief Classics of ancient times. That is a higher requirement than a man can take his Degree not only in any University in Scotland, but in Oxford, or Cambridge, or in the University of London, which has been expressly assigned by the Legislature as our model; and yet we are arraigned before you on the grave charge of venturing to depart from that extravagant model as the sole entrance Examination of the University.*

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*Matriculation into King's College:—Greek and Latin Languages, in 1847:

a. Homer, Iliad, Book I.
Homer, Odyssey, Book IX.
a. Xenophon, Anabasis, Book I.
a. Lucian, Vita, Charon, and Timon
Horace, Odes, Book I.
a. Virgil, Æneid, Book II.
a. Sallust, Bellum Catilinarium.
a. Ovid, Fasti, Book I.
Translation into Latin Verse.
a. Translation into Latin Prose.
a. The subjects marked thus are necessary for passing.

In truth, Gentlemen, if our Examinations were to be strict, and *bona fide*, as we had resolved they should, we might just as well have literally nailed up the University door. When old King's College was practically confined to a small and exclusive class, and when Upper Canada College had its seventh form, where youths were retained to their seventeenth, or eighteenth, year, and then transferred, with a College Bursary, or Exhibition, to the higher Institution, such a state of things was possible enough; and, if it is desired that the old monopoly shall be restored, let us be informed of it, and our course will be an easy one. But meanwhile our decision has been, that, if our true aim is to elevate the education of the whole Province, we must provide a Matriculation adapted to the specific capacity of the Grammar Schools. Any other System, while pretending to elevate education, must either have restricted its whole advantages to a favoured and wealthy few; or been a mere deceptive paper programme. We have, therefore, adapted our Entrance Examination to the Grammar Schools of the Country; and you heard yesterday the clear testimony of the Principal of Queen's College in favour of the course we have pursued; Doctor Cook having shown there that practical sense, and that appreciation of the true aspects of a Collegiate System, designed, not for a class, but for the people at large, which I should have expected from a Gentleman educated in a Scottish University.†

The System of Options. With regard to Options, our aim has been in like manner to devise such a Course of Study as would prove an effective source, not only of intellectual culture, but would prepare the youth of Canada for the practical duties of life. The old Classical Course of Oxford is not fitted to accomplish that object. Notwithstanding the distinguished names to be found among the Graduates of that University, to which the sons of England's Nobles almost exclusively resort,—the majority of Oxford-trained Students, whom I have seen do not strike me as men whose University training seems to have had practical business and duties in view. Not a few of them rather seem like men who have just emerged from the cloister, and are far from being at home in the ordinary business of life. We, therefore, adopted a plan which the Commissoners of Oxford University have recommended for the improvement of that very Institution; and some credit may be claimed for the men of your own Canadian University, that they have carried into practice what the wisest men connected with Oxford University are only yet recommending. They recommend that the young men attending Oxford shall, at a certain point, take Options, under the advice of their Tutors. That is precisely what our young men do. A youth enters our College and goes through the first two years of the Course. He then comes to the President, or one of the Professors, for advice as to what Options he shall take. The matter is very simply dealt with. He is asked what is your object in life? If you intended to be a Medical man drop your Greek and Latin and go on with the Natural Sciences and Modern Languages, for every educated man in this Country, and especially every Medical man, ought to know at least French,—which here is a spoken Language,—and German also. If the young man intends to become a Theological Student, to qualify himself for entering the Ministry of any of our Churches, then we say go on with your Classics, your Moral Science, your Mental Philosophy. If he proposes to become a Grammar School Teacher, we say—go on with your Classics and Mathematics.[*] If a Land Surveyor,—devote your chief attention to your Mathematics, Geology, and Mineralogy. If a Farmer,—and I hope that is a class of Students which will be found to multiply every year, for I trust we are to educate not merely professional men, but the youth of Canada generally; and men will make all the better Farmers and Merchants and Tradesmen for having highly cultivated minds,—if a Farmer, we say, go on with Modern Languages, and still more with Natural Sciences, which will be of practical use to you in all the future duties of life. Is there not common sense in that? Is not that the most rational system for Canada, whatever may be the proper system for Oxford and Cambridge,—a system which the Chief Superintendent of Education seems disposed to dictate to us and to you?

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*"Mr. E. A. Meredith, M.A., of Trinity College, Dublin, examined:—

Question 522.—Did you obtain Honours in that University?

Ans.—Yes, I obtained Honours in the University at almost all the Examinations of the Undergraduate course, both in Classics and Mathematics, also a Scholarship in Classics, and a Medal in Science at the Degree Examination, besides some other Honours.

Question 524.—Have you compared the Matriculation Examination of the University of Toronto with those prescribed in other Universities, and what is your opinion of their comparative standards?

Answer.—I have compared it with the Matriculation Examinations at Cambridge, London, Cork, Belfast and Dublin. It seems to me to be about equal to Cambridge, rather greater than London, greater than Cork, less than Belfast, and less than Dublin."

It thus appears that, instead of lowering the standard, the present Matriculation Examination is higher than that of the University named in the University Act of 1853, as our model, videlicet, London.

†The Reverend Doctor Cook, Principal of Queen's College, stated explicitly before the Committee his concurrence with Mr. Langton, in his views as to the proper Matriculation Examinations for the University, and the wise change that had been made on the Books required:—

Question 292.—On the 13th instant you were requested to put in writing some remarks upon the subject of Matriculation. Have you done so? and if you have, please to put them in.

Answer.—I do not think the mere list of Books which any College, or University, publishes as the subject of Examination before admitting young men, gives any correct idea of the mental attainments of those who are admitted; that can only be learned from the actual Examination, which might be very slight with a long list, and very thorough with a small one. I think one advantage of having all the Colleges of the Country affiliated under the University, would be to establish a uniform standard of attainment. That standard would have to be fixed with a reasonable regard to the state of Grammar School Education in the Province, and raised, from time to time, as that education admitted, and with a view of stimulating both Teachers and Scholars over the Country to greater exertion.

In reference to the whole System of Options, I am surprised that the Gentlemen who advocate the interests of Victoria and Queen's Colleges fail to perceive that, so far from involving any injustice to affiliated Colleges, with an inferior staff to University College, they are the very means of placing all on an equality. Under the University System of Options, a College with only Mathematical, Classical, and Mental Philosophy Chairs, may send its men to compete for first class Honours, and to carry off the Classical, or Mathematical, Scholarships, against the best of University College Students, with all their advantages of Modern Languages and Natural Sciences, which are unavailable in these special competitions. Permit me to add that no opinion is more unfounded than that which supposes that the Professors of University College desire any monopoly of the University of Toronto, its Examinatorships, Scholarships, or other privileges. The very article referred to by Doctor Ryerson was written with the earnest desire to bring about a union of Canadian Colleges under one University,—as I venture to hope may be perceived by any candid reader who will pursue it as a whole, and not in imperfect and detached extracts.[†]

Members of the Senate. But it is a singularly one sided view of the case for the advocates of the interests of Victoria College to protest indignantly at certain Professors of University College—four in all—being admitted to the Senate of the University, to which their College is attached, and for which alone it can train its Students, while there were sitting on that same Board the Members of another, and independent University which disclaimed all Collegiate relation to it. Before University College had more than its President on the Senate, there sat on that Board, the Reverend Mr Nelles, Principal of Victoria College, the Reverend Doctor Ryerson, a Member of its College Board, and Doctor Barrett,—who it has been found convenient to represent as a Teacher in Upper Canada College,—but who, it is well known, never had a seat at the Senate in any other capacity than as President of Dr. Rolph's, or the Toronto School of Medicine; and who, as such, took his seat for the first time to represent the Medical Faculty of Victoria College at the Meetings of the University of Toronto, while its Students were systematically prevented from graduating there.

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[*] A very unfair use has been made of a special exceptional case provided in the System of Options, so as to misrepresent the whole. The principle laid down is that no Undergraduate shall exercise any Options, or, in other words, be permitted to select any portions of the University Course, as specially adapted to his future aim in life, till the end of the second year. The only exception to this is in the case of a Student who achieves the rank of first class in Honours in both Greek and Latin, in Mathematics, or in both Modern Languages and Natural Sciences. In Mathematics, however, this is limited; and, by a special provision, Applied Mathematics is imperative on all in the second year. Again, it is obvious that no man taking first class Honours in Classics, is likely to drop the very subjects in which he is pre-eminent. In reality, the records of the University show that, from 1855 to the present time, only eleven in all have been in a position to avail themselves of this Option; and of these only four have actually dropped Classics; that is less than one each year. Yet it is by taking advantage of this rare exceptional case, and representing it as the rule, that the System of Options has been so grossly misrepresented.

[†] The Address of the Honourable Charles Francis Adams, given in Chapter IX: of this Volume, points out the evils of the indiscriminate use of Options, or "Elective Studies," by immature youths, without the advice, as in Oxford and Cambridge, of their Tutors.

It may sound very plausible to those who know nothing about the facts of the case to talk of the injustice of four Professors sitting on a Board numbering forty-three Members, which had the entire control of their Courses of teaching and System of Study. Let it be remembered, however, that until they were added to it, the sederunts of the Senate frequently presented the anomaly of a University and College controlled in all their arrangements by those who systematically withheld, not only the Students of Cobourg, but the Medical Students of Toronto, from the very University over which they exercised so much control. Had Victoria, Queen's, or Trinity, College actually recognised the University as such, while maintaining a thorough independence, as separate Colleges, the Senate would never have been driven to the necessity of giving so large a share in the oversight of the University Examinations to Professors of University College; although, as I shall hereafter show, the amount of this share has been greatly exaggerated. If, as seems inevitable in the present condition of Canada, Professors must be appointed Examiners, they would have been selected equally from all the Colleges; but it is a proposition, which no reasonable man could entertain, that the Professors of such Colleges should,—as they now do,—examine their own Students, confer Degrees on them, by right of their own University powers, and even establish a Faculty at the seat of the University of Toronto, so as to confer the Degrees of Victoria College on Toronto Students,—and yet that they should also be the Governors and Electors of the Examiners, of the University they disown.

Had the various Denominational Colleges acted up to the idea implied by the University of London, with its numerous and varied privately endowed Colleges, as the model of the Canadian Provincial University, the system could easily have been worked, so as to satisfy all as to thorough impartiality in the constitution of the Senate, the appointment of Examiners and the distribution of Honours and Prizes. But, on the contrary, the Provost of Trinity refused to take his seat on the Senate; the Principal of Queen's practically adopted the same course; and the Principal of Victoria,—while sharing in the government of the University, and fixing the Course of Studies of the College,—only lent the aid of his wisdom and experience, but refused all practical co-operation.* Nevertheless, the Senate, in its anxious desire to secure a thoroughly impartial System of Examinations, has, in spite of those obstacles, appointed Professors of both Victoria and Queen's Colleges as its Examiners, as it has selected others wherever they could be found at once competent and impartial.

No Monopoly Desired. Again, let me say for myself and my Colleagues in University College, we have no desire to monopolize the Endowments of the Provincial University. Let the just and proper costs of maintaining the College in a state of efficiency be properly ascertained, with some adequate regard to future requirements, and, whatever be the legitimate objects on which to expend the Surplus Funds, the College can advance no claim to them. The statements made to you with regard to the cost of our College represent it as nearly double what it actually is. But, as for the Surplus, it is for the Legislature to determine what shall be done with it. I should be delighted to see an adequate specific Endowment set apart for us, in such a way that, if we exceeded the appropriation, we should make up the difference out of our own salaries; but also with the proviso that, if we were able to retrench, we should have liberty to expend the balance in improving the efficeincy of the Institution. At present, it is provided that, if we save any money, it is only that thereby it may pass away for ever from the Funds of the Institution to which we belong. We are men, and that must be an unwise system to place us under one, which provides that the more we economise, the more we lose.

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*Doctor Nelles' evidence was that his College had to pay his expenses to the Senate Meetings.

Shall we revive State-Church Colleges? But it does not follow, because we say we have no desire to ask a dollar more than is absolutely necessary for our fair and legitimate expenditure,—it does not necessarily follow that the University Act of 1853 designed, or that wise policy requires, that the Surplus should be expended on Denominational Colleges. In the Memorial presented on behalf of the Wesleyan Methodist Conference to the Legislatve Assembly, praying for an investigation into the manner in which the University Act has been administered, the Memorialists declare their entire approval of our Canadian "National School System." Nevertheless, they affirm that "the same consideration of fitness, economy, and patriotism which justify the State in co-operating with each School Municipality to support a Day School, require it to co-operate with each Religious Persuasion, according to its own educational works, to support a College. The experience of all Protestant Countries shows that it is, and has been as much the province of a Religious Persuasion to establish a College, as it is for a School Municipality to establish a Day School; and the same experience shows that while pastoral and parental care can be exercised for the Religious Instruction of children residing at home and attending a Day School, that care cannot be exercised over youth residing away from home, and pursuing their higher education except in a College where the pastoral and parental care can be daily combined."

That the experience of all Protestant Countries is entirely misrepresented in the above statement, I think might almost be appealed to the common sense interpretation of it. What is the relation between School Municipalities and Religious Persuasions? Is there any relation between the superior body, a Religious Persuasion, and the inferior body, a School Muncipality? The relation between a Denominational Body, such as the Wesleyan Methodists, the United Presbyterians, the Church of England, or the Church of Scotland, and an inferior body, is the relation between that Denomination and its various Congregations. And, moreover, that is the very principle which the Protestant and Roman Catholic advocates of Separate Schools are maintaining. We have in Toronto, besides University College, Trinity College, which will give a Degree to no man who does not declare himself a Member of the Church of England; and different Congregations of that Body, Holy Trinity, St. James's and St. George's, are maintaining Denominational Schools, and are trying, under the guidance of able legal advisers, to prove that they have a right to a Separate School System; and such is truly the logical following out of the argument proposed in the Memorial of the Wesleyan Conference. But there is in reality no relation between a Religious Denomination and a Municipality. The analogy of a Municipality with its Common and Grammar Schools carries us at once to a Provincial University as the superior Body.

British University Reforms. But let me turn to another view of the case, in relation to the supposed teachings of the modern experience of Protestant Countries. Let me refer to the recent University reforms at Home. An appeal to the examples of Oxford and Cambridge on those points, is out of place in the present enquiry,—if for no other reason,—on this ground, that so far are these from being educational Institutions, open to the people at large, they have been, until recently, exclusively, and are still to a great extent. limited to one favoured Denomination.* while they

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*In discussing this question of Tests, the all important distinction between tests for Teachers, and tests for Students was evaded. Doctor Ryerson quotes a Statute abolishing the B.A. test at Oxford, and then triumphantly exclaims: (Evidence, page 151.)

"So, Sir, even at Oxford itself, that Alma Mater of the 'Relics of the dark ages,' this test has been abolished. In the Scottish Universities, while the test has been done away with too, the Church of Scotland has a Theological Faculty just as the Church of England has Theological Professors at Oxford."

This reference to "the Test," as though the two things were analagous, must be ascribed either to gross ignorance, or wilful misrepresentation. In the Scottish Universities, Tests for Professors have been recently abolished. No Tests for Students have existed there for generations. But Doctor Ryerson does not seem to be at all aware of the significance of abolishing the Oxford Students' Test at the preliminary B.A. Degree, or to know that the Oxford M.A. is still obliged to subscribe to the Thirty-Nine Articles, and the three Articles of the 36th Canon are accessible to the wealthy alone,—the lowest estimated cost for a Student during the academic year being $750. Nevertheless, although they are still recognised appendages of the Church of England, the whole tendency of recent changes has been towards the removal of their Denominational features, and their restoration to the Nation at large, without distinction of sect, or party.

In Scotland, however, where the Universities are strictly People's Colleges, adapted to the educational wants, and to the pecuniary means, of the great mass of the community, recent proceedings furnish the best illustration of "the experience of Protestant Countries," in reference to its being the "supposed province of a Religious Persuasion to establish a College." The Scottish Presbyterian Church, being the legally recognised Religious Persuasion of that Country, its Church Courts exercised the Denominational oversight over the Colleges of the Country; and no Professor could be inducted into a Chair without first signing the Westminster Confession of Faith. The consequence was, that, during the greater part of the present Century, Denominational restrictions, thus imposed on Professors, came to be recognized as the greatest of educational grievances, and a serious bar to the filling of University Chairs with the men best qualified for the various branches of secular education. But an important Religious revolution took place in Scotland within the last quarter of a century, by the disruption, between the Scottish Established Church, and that large body of conscientious Non-conformists, who separated from it on important questions, not of doctrine, but of discipline and relation to the State; and that body, the Free Church, showed their practical zeal and earnestness by raising £30,000, with which they erected the New College, Edinburgh, a beautiful and ornate Building,—designed to be not a mere Theological, but a complete Collegiate Institution, for secular training. Chairs of Natural History, Logic, Metaphysics, and Moral Philosophy, were filled by able men, for whom Salaries were provided on a more liberal scale than those now paid to the Professors of University College, Toronto;—a Chair of Chemistry was also in contemplation; and a complete organization was thus provided for the permanent establishment of a rival Denominational College. Fortunately for Scotland, at this stage of her University System, the Act was passed which, by abolishing all Religious Tests for secular Chairs, entirely deprived them of their Denominational character. In the Scottish Universities, as now constituted, the Theological Faculty exists as a part of the Established Church; but in the Faculties of Art, Law, and Medicine, every trace of Denominational oversight has been removed. And what is the result? How did the judgment and discretion of Protestantism in Scotland pronounce on the system? The result has been that the New College, Edinburgh, has ceased to be more than a Theological College for the Clergy of its own Church. The Chairs of Moral Philosophy,

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of the Church of England. Hence, although a Non-Conformist may take his B. A. Degree, he does not thereby acquire the privileges of a Graduate. He cannot be a Member of Convocation; neither can be be admitted to any office for which the B. A. Degree formerly qualified, without subscription of the Articles. Moreover, at Oxford, even now, only Persons "extra ecclesiam Anglicanam." can be exempted by a Certificate from the Head of their College, from examination in the Thirty-Nine Articles, of course with the liability to rejection if their answers are not satisfactory. But the matter is best illustrated by facts. Sir Culling Eardley, after passing all requisite examinations, left Oxford in 1827, without graduating, in consequence of conscientious scruples about signing the Thirty-nine Articles. After the passing of the recent Act, he applied for his Degree, and was, by the present Master of Oriel, referred to the Statutes, which recognise no scruples of conscience in Members of the Church. Nor did he obtain his Degree!

But besides this direct enforcement of tests, there are other means at Oxford and elsewhere, quite as effective as prescribed Articles, or Creeds. It was attempted to be shown, by the absence of any Undergraduate Test, at Trinity College, Toronto, that Denominational Colleges are not practically sectarian. But the Reverend Provost Whitaker stated the true bearings of the case with honourable candour; as in the reply to the following question:

Question 360. "At the present moment, there is no test, nor other impediment, to a Student not a Member of the Church of England, going through the whole Course of Study at Trinity College up to the period of taking his B. A. Degree, except that, if it be an impediment, of attending Chapel?

Answer.—"None, but he must attend Chapel and the Lectures on the Catechism, and Articles of the Church of England."

Such, therefore, are the educational reforms recommended for Upper Canada by its Chief Superintendent, as a beneficial substitute for our present unsectarian and truly Provincial Grammar School, College, and University System.

Metaphysics, and Natural History, successively became vacant, and were not filled up; the Students of that Denomination, as of all other Scottish Denominations, receive all their secular education in the common halls of the University of Edinburgh; and it is regarded by every layman in Scotland, be he Churchman, or Dissenter, as one of the greatest blessings of the Scottish University System, that men, whatever be their opinions, and those qualifying to be Clergymen, for whatever Church intended, are trained in the same University Halls, under the same rule; so that those who are to mix afterwards in the various walks of life, in the discharge of its great and practical duties shall not inherit little sectional prejudices, which under the best Denominational System men must acquire, when trained exclusively among those of their own peculiar opinions.* But no one, familiar with Scotland, will say that men under that training grow up indifferent as to Denominational views, or less earnest and sincere in their Religious opinions, or that they lapse into any lukewarm indifference which sacrifices faith and conscience; but, on the contrary, morality and Religion flourish best under that very Non-denominational System.

The last relic of the Denominational University System of Scotland, in connexion with her secular education, has been done away during the past year, by the Act which throws the Principalships of the Universities open to laymen, without respect to their Denominational views, or Religious opinions. Now, accordingly, in the Scottish Universities, as in our Canadian Provincial College, "no Religious tests, or professions of Religious faith are required of any Professors, or Lecturer, nor are any Religious observances, according to the forms of any particular Religious Denomination, imposed on them." The precise words of the Toronto University Act would, in fact, equally apply to the Faculties, of Arts, Law, and Medicine, in the Scottish Universities. Thus all Denominational oversight and control have been withdrawn from them.

Is Canada to Return to the worn-out System of Medieval Europe? Yet what has been abandoned there, your Superintendent of Education urges you to perpetuate here, along with the *Acts* and *Opponencies*, the *Optimes* and *Responsions* inherited from medieval centures by Oxford and Cambridge. In Great Britain most of the older Educational Institutions were founded before it was a Protestant Country, and all of them in connection with an Established Church. The exclusive principles on which such were administered, in England especially, compelled the conscientious Nonconformists to establish Schools and Colleges of their own; not because they objected to the national Universities, but because they were forcibly excluded from them. But it surely would be a strange infatuation for a new Country like Canada, altogether free from that element which now shackles and complicates every effort in Great Britain for the development of a truly National System of Public Instruction, to transplant to its free soil the rival sectarian Educational Institutions which are only defensible by reason of the injustice that closed the Halls of Oxford and Cambridge against all but the adherents of one favoured Church.

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*In 1828, a series of Letters was published by the Reverend Doctor Ryerson, addressed to the Honourable and Reverend Doctor Strachan. One of these Letters, VII., is devoted to The University: and the terms in which Oxford and Cambridge are there condemned as utterly unfit to be the models for Canada contrast strangely with their laudation now, as the perfection of all examplars. An extract, or two, may be of use to throw light on the singular changes that have since taken place.

"So bound up in bigotry were the Universities of Oxford and Cambridge, and so opposed to evangelical piety, that Locke, that great light of his day, and Benefactor of the Literary and Christian world, was expelled from their priest-governed halls; and the memorable John Wesley, together with several others, equally eminent for their holy deportment, shared the same fate, for singing Hymns, reading and expounding the Scriptures in private houses."

A Review article is then quoted with entire approval, as stating, "without the least fear of contradiction, that there is absolutely no Religion taught, and no attention to its observances inculcated," notwithstanding the daily attendance at Chapel, and other provisions for their own Denomination at Oxford and Cambridge.

But the following double quotation is much more comprehensive in its bearings. Addressing the Honourable and Reverend Doctor Strachan, he proceeds:

"You say,—'In Edinburgh, Episcopalian youth go to the University for Science and Literature, but for Religious Instruction they attend Doctor Walker, an eminent Divine belonging to the Episcopal Church.' Why may not Episcopalian, as well as the youth of other Denominations, be instructed after a similar arrangement in Canada?"—Doctor Ryerson's Letters, page 40.

Whence the marvellous change of sentiments since the above pertinent question was asked?

Note by the Editor.—The writer of the foregoing note, clearly assumes that the Oxford and Cambridge, of 1828, is that to which Doctor Ryerson now refers, but it is the Oxford and Cambridge of 1860 to which he now makes reference, and not to the Oxford and Cambridge of 1828,—the time when his Letter to Doctor Strachan was written.

But the most recent action in England has been to a great extent in the strictly Non-denominational direction; and since the establishment of the University of London on a truly liberal and national basis, Colleges have been founded and liberally endowed, entirely independent of Denominational control, or supervision, such as those of Hull, Wakefield, Cheltenham and Manchester. University College, London, had already been established by private enterprise, before the State provided the requisite University organisation. But that done, the separate Colleges, whether Denominational, or otherwise, were left in Britain to rely for their support on the liberality of a wealthy Country. In Ireland, however, it was otherwise; for there, as in Canada, the private wealth was wanting, and the State founded and endowed both the Colleges and the University, and placed their Honours and advantages alike free to all.

Such Institutions the State may justly endow with Public Funds, and it is for the members of a free community, for whom such inestimable advantages are secured, to place such national Institutions under the control of a governing Board, which shall adequately represent the wishes and desires of a Chrisian people in relation to all the essential non-sectarian questions which pertain to the discipline and training of the rising generation. But, in a free Country like ours, where the separation between Church and State is absolute, the existence of a Church Institution, supported by the State, is an incongruity; the supervision of it by the State is an impossibility.

Denominational Colleges and their Tests. The tendencies suggested by modern experience in relation to national Universities and superior education, are abundantly illustrated by the new Universities and Colleges of England and Ireland; the removal of all Denominational restrictions from the Faculties of Arts, Law, and Medicine, in the Scottish Universities; and the throwing open to all Denominations the privileges of Oxford and Cambridge. It is manifestly, therefore, totally at variance with facts to say that "the experience of all Protestant Countries shows that it is, and has been, as much the province of a Religious Persuasion to establish a College, as it is for a School Municipality to establish a School," unless by such statement a mere Denominational Theological Institution is meant. On the contrary, the experience of Canada sufficiently illustrates how "Religious Persuasions," by going out of their province, and interfering with secular education, may retard the development of a well organised System for a whole generation.

That Queen's College, Canada, is purely the Educational Institution of the Denomination under whose control it exists, is shown by the report presented to the Synod of the Presbyterian Church of Canada, on the 25th of May last; which, if reported correctly in the public prints, stated the number of Students in attendance as eleven in Theology, and fifty-three in Arts; but added: "In all, forty-five are studying for the Ministry."

Credit has been repeatedly claimed of late for Victoria College, that it has no tests, but such a statement is a mere play upon words. What real difference is there between requiring that a Professor shall sign the prescribed creed of a Church,—be it the Thirty-nine Articles, or the Westminster Confession of Faith,—or that he shall satisfy the Wesleyan Conference, or other Ecclesiastical Court? In reality, the latter is the more stringent of the two.

I speak on this subject feelingly, for I have reason to feel strongly upon it. I had a Brother once, a man of high personal character and blameless life, admitted to be one eminently distinguished among the Scientific men of his native land,—and from among whom he has recently passed away, mourned with an earnestness of public grief not often manifested even for Scotland's most gifted sons,—yet that man was long shut out from Honours justly his due, and many Students were deprived of his instructions in his favourite science, because he was too conscientious to make falsely, or carelessly, a declaration of faith in the prescribed tests of the dominant Church. It was not because he was indifferent to Religion that he was thus excluded, for no more earnest Christian was to be found among British Scientific men; and when at length better times came, and such antiquated absurdities of the dark ages were swept away by the abolition of all Religious tests in the Scottish Universities, he was appointed to a Chair in his own University of Edinburgh; and was acknowledged there, not only as one of the most distinguished men of Science, but as one of the most upright and conscientious Christian men of his day.

But, again, it is affirmed that Victoria College is not sectarian, but provincial, because, it is said, the President of the Executive Council, the Speaker of the Legislative Assembly, and other high official dignitaries are named on the College Board. Might it not be well to ascertain how often they are named on its sederunts? I put the question to the Reverend Mr. Ormiston, formerly a Professor of Victoria College, and his answer was that during the years he sat on its Board he never saw one of them, or heard of their being summoned to its Meetings. For any practical purpose, therefore, the Archbishop of Canterbury, or the Lord High Chancellor of England might as well as be named for the duty. But meanwhile, this is unquestionable, that the Victoria College Board is one of the Committees annually appointed by the Wesleyan Methodist Conference, and that no man can be appointed to one of its Chairs who does not satisfy the requirements of the Conference, or its appointed delegates; nor can any doubt exist that the whole management is in the hands of the Wesleyan Denomination, —a Christian Body justly held in admiration for its earnest zeal and self-denying missionary labours; but not, therefore, to be selected from among other Denominations for State patronage, or educational oversight, in a Country where all connection between Church and State has been utterly abolished.

Victoria College. In Victoria College there is, of course, no test for Students. It is only too well known, that,—not in Methodist Colleges only, but also in Roman Catholic Colleges,—all are welcome who are prepared to submit to their teaching. But from the return made to Parliament in 1856, the Denominational statistics present the significant figures relative to the Matriculated Students of Victoria College of twenty-eight Wesleyan Methodists to three Presbyterians, one Church of England, and one Baptist. Or, again, taking the whole Pupils in the Institution, there were only 39 belonging to other Denominations, including children at the preparatory School, while 190 were Wesleyan Methodists. It is stated in the Conference Memorial that no aid is asked "towards the support of any Theological School, or Theological Chair, in Victoria College;" and the Reverend Mr. Nelles, in answer to the question, "Is there any Theological Chair, or Divinity Students in Vctoria College?" replies: "Neither. We have Students attending the College who are preparing for the Ministry, but are not pursuing Theological studies, but general studies; and are not known in the College as Divinity Students, but as general Students. They receive no allowance, or consideration from the Funds in any shape whatever." It appears, however, from the seventh of the Miscellaneous Resolutions adopted by the Wesleyan Conference at its last Meeting, that "when Preachers on trial are allowed to attend Victoria College for two years during their probation, the two years shall be counted but as one year in their probation." Again, in answer to the Thirteenth Question:—"How are the Ministers and Preachers stationed for the ensuing year?" "Under-graduates and Students" to the number of twenty, are named in the "Cobourg District" as at Victoria College. In the previous year, 1858, they numbered seventeen; and in the Report furnished by the President of Victoria College to the Conference in the same year, he remarks: "Judging from present indications, the College is destined to furnish very valuable accessions to the Christian Ministry, and the attention of the Conference and the Church is earnestly invited to this important result, as a reason for more ardent and united exertions in behalf of the Institution." It is obvious, therefore, that whatever difference may be entertained as to the designation of "preachers on trial during their probation" at Victoria College, that is the Wesleyan Denominational College. It supplies for the Wesleyan Methodist Church the same purposes as Queen's College does for the Presbyterian Church of Canada. Accordingly, in the same Report of the Principal of Victoria College to the Wesleyan Conference, Mr. Nelles, says: "It is necessary to show that our College is a connexional necessity,—that is an essential part of our machinery as a Church,—that without it we shall either lose our youth, or retain them in a state of mental and social inferiority,—that without it our Ministers will suffer in numbers and efficiency,—that without it in fine, we shall be unequal to the great work God has assigned us in Christianising this extensive Country."

Sectarian, or Denominational? We may dispute about the meaning of such terms as sectarian and Denominational, but if a College is a "connexional necessity," and if the number of Ministers of the Denomination fall off, if that College be not supported, it matters little by what convenient name you may agree to designate it. But when you remember that this College is connected with one of the most influential and most earnest Religious Communities in the Country, whose zeal in sustaining Missions and a numerous body of Clergymen, and, in all the onerous duties of a Christian Church, is unsurpassed by any Denomination in the Province, and yet that this College cannot obtain the means of support,—it proves that, while some Leaders of the Body, or some Officials of the College, may regard it as a connexional necessity, the people at large are of a different opinion; and, as is shown, even by the presence of their sons at University College in annually increasing numbers, they are perfectly satisfied with our Provincial Collegiate System. The efforts of the Conference to uphold the College, for the purpose of maintaining the efficiency of their Denomination, may be highly laudable, in a strictly Denominational point of view, and worthy of praise when effected by the Denomination to be thus benefitted. But it cannot be the function of the State to prevent the Wesleyan Church losing its youth as Church Members, any more than to assist it in other Religious and missionary work; unless it is also prepared to re-assert the principle it has disavowed, in the abolition of all State provision for Religion in Upper Canada.

Is our Provincial School System to be abolished? Again, returning to the consideration of the statements already quoted from the Memorial of the Wesleyan Conference, a complete fallacy is involved in the attempt to apply certain characteristics of our Common Schools to the whole Provincial System of Education. It is true that our Common Schools, being easily multiplied in every district, are mere Day Schools: so that the attendance there does not deprive the pupils of daily parental, or pastoral care and Religious Instruction; but such is not, and never can be the case, with the Grammar Schools, the Provincial Normal School, or the Model Grammar School. In order to attend each of these, pupils necessarily leave their parents' homes, and are placed, some of them under a system greatly less conducive to strict moral and Religious oversight, than that which is secured by the system of University College, as applied to its resident Students.

In the Model Grammar School, for example, established under the authority of the Chief Superintendent of Education at Toronto, it is expressly provided that pupils shall be received from every part of the Province; and thus necessarily be removed from daily parental and pastoral instruction and oversight. Yet its establishment and supervision are equally independent of any Religious Persuasion; and it is placed under the authority of the Council of Public Instruction, a Public Board constituted on nearly the same principle as the Senate of Toronto University. The same remarks equally apply to the Normal School, to which is entrusted the all important function of training Teachers for the whole Common Schools of the Province; nevertheless no difficulty appears to have arisen hitherto from the adoption, in those Institutions, of one National system instead of a Denominational, and necessarily sectarian, one. But if the principle now affirmed, is to be carried out, instead of the Province maintaining at a reasonable expense, one efficient Model Grammar School, Normal School, and College; which are abundantly sufficient to meet the present demand for the departments of higher education embraced by them, it must multiply such Institutions in the same ratio as all Denominational Colleges, "now established, or which may be established in Upper Canada;" or even in each City of Upper Canada. Or, are we to be seriously told that so long as the youth of Canada are under the care of Doctor Ryerson, no matter what the System may be, all is Religious and moral; but with the same system in the hands of the Provincial Professors, all is godless and naughty.*

The course pursued by the British Parliament in all recent reforms of higher education, as exemplified, not only by the new Scottish Universities Act, but also by the establishment of the Queen's University in Ireland, and the London University in England,—abundantly proves how thoroughly British Statesmen are alive to the importance of all the members of a free community receiving their secular education in National, rather than in Denominational, Institutions, and being thereby trained to co-operate in all the great public duties that devolve on a free people.—The Queen's University in Ireland is designed to extend the same advantages of University Degrees and Honours to Students of all Denominations, as is done by Toronto University; but the Public Endowment is entirely devoted to the National Queen's Colleges, founded on precisely the same principle as our Provincial University College, at Toronto. In England also, the London University confers Degrees and University Honours on Students presenting themselves at its Examinations, from Episcopalian, Roman Catholic, Presbyterian, Wesleyan Methodist, Congregationalists, Baptist, and other Denominational Colleges; but these neither receive nor claim any other share of the University Funds, excepting the common right enjoyed, not only by all their Students, but by every one possessed of the requisite knowledge wheresoever acquired, to compete for the University Scholarships. In these respects, therefore, the University of Toronto fully carries out the plan adopted by London University, and also by the Queen's University of Ireland. It also fulfils the purposes of its institution, as set forth in the Preamble of the Act, in placing within the reach of every youth of the Province, wheresoever educated, "facilities for obtaining those scholastic honours and rewards, which their diligence and proficiency may deserve."

Examiners and Examinations. I must now return to a matter, personal not to myself, but to the whole staff of Professors whom I represent, and that is the question of Examiners and Examinations. No charge has been more strongly brought against us than that founded on the alleged partiality and unfairness of Professors examining their own Students. At one aspect of this charge I have already glanced. That the principle, however questionable in theory, has many practical reasons in its favour, is proved by the fact that at McGill College, Trinity, Queen's, and Victoria College, this practice is the rule. Doctor Cook and others have admitted that only Professors and practical Teachers are qualified for the duty, and from among such our Examiners are annually selected with anxious care, and placed in the Examination Hall along with the Professors, with co-ordinate power, and full control of all Examinations. Professors of Trinity, Victoria, Queen's and Laval Colleges have all been nominated and invited to act as Examiners; and, instead of the Professors monopolising the appointments and examination Fees, as has been most unjustly represented to you, out of twenty-six Examiners in 1858, and twenty-two in 1859, nine only in each year were Professors of University College.

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*That our unsectarian Grammar School System must stand, or fall, with our Provincial and unsectarian University and College system, is abundantly apparent from the following remarks in Doctor Ryerson's reply (Evidence, page 170,) so totally the reverse of his defence of the provincial system in the Educational Reports of earlier years. It is consistent, however; for if Episcopalians, Presbyterians, Methodists and Roman Catholics are to divide among them the University Endowment, on what principle is that of the Grammar Schools to be withheld?

"Granting that a defect exists in the Grammar Schools, that the primary education does not afford sufficient opportunities for Religious Instruction, is it not all the more important, as every good parent must feel, that Religious Instruction should be afterwards given to that part of our youth who are to give character and heart to, and to be the leaders of our Country? When our Sons go away from immediate parental and pastoral authority, to train their minds for becoming the instructors and guides, if not the rulers of the Province in future years, is it not most important that every possible care should be taken to give them every facility for obtaining Religious Instruction to form their character? If there is a defect in our Grammar Schools, it is a reason for remedying it at our Colleges."

Again, the Principal of Queen's College lays down as the only security for education, (Question 86,) "having men enjoying the confidence of the Religious Bodies to which they belong." And that this idea embraces not only our Grammar, but our Common, School System, will be illustrated by the following views of Baron Alderston, quoted by Doctor Cook, as best expressing his opinions in reference to the importance of the Religious opinions of Professors:—"They will add, 'give secular instruction in common.' I believe that to be impossible, because all learning and all Science may be so taught, and, in, fact, must be so taught as to include in it some perversion or true teaching of Religion. An unbeliever teaching a Boy Arithmetic may insinuate that the doctrine of the Trinity in unity is not true, and Geology may be taught so as to throw doubts on the Bible."

To us, moreover, the complaints of the Representatives of Victoria and Queen's Colleges, appear peculiarly unfair on this point. For, what are the real facts of the case? The Legislature appointed the Senate of Toronto University, with power to establish Scholarships and name Examiners. University College adapted itself to the System, but no other College did so, or at least none having University powers. St. Michael's College, Knox's College, the United Presbyterian Institution, and the like, affiliated; but Queen's, Victoria, and Trinity all refused. The Provost of Trinity College declined to attend. The President of Queen's College took no notice of our invitations. The Principal of Victoria College did indeed vote upon our plans and proceedings, in arranging our Course of Study, but he never sent Students to compete; and Doctor Ryerson himself was either the Mover or Seconder, of the first Resolution, which not only appointed the Professors of University College as Examiners, but named the very Professors who should act. If he saw it to be wrong in the abstract, he must at the same time have seen it to be an inevitable necessity.

It has been charged also that we receive Fees for examining our own Students. Let me state in the first place that all our College Examinations are quite independent of this. We do receive a fee of £20 for conducting a totally distinct series of University Examinations,—and for this enormous Fee I have read Answers to nearly 10,000 Questions, and these the Answers, not of my own Students exclusively, but of Students also from all other Colleges and Schools, as well as of the Candidates in the Faculties of Law and Medicine, whose Examinations all include subjects in Arts. I may also add that among the Examiners of the London University, Professors of the Colleges are named, while in the Queen's University,—which, in relation to the peculiar circumstances of the Country, and the National Non-denominational Colleges connected with it, more nearly resembles our Provincial University and College,—the Professors of the Queen's Colleges are systematically appointed Members of the Examining Board. It is easy for Oxford and Cambridge, with a large staff of wealthily endowed Fellowships and numerous resident Graduates, to place any restrictions they may please on the choice of Examiners; but the Queen's University has been compelled to resort to the Professors of the National Colleges, as those best qualfied for the duties, until such time as a numerous class of well-trained Graduates shall enable them to adopt a wider choice; and in this respect the University of Toronto labours under still greater disadvantages, and a more absolute necessity for resorting to the same source for well qualified and experienced Examiners.

Had such Canadian Colleges as Trinity, Victoria and Queen's, become, in the true sense, Colleges of the University, instead of being, as they are, distinct and rival Universities, each with its own Examining Board, Convocation and body of Graduates, the difficulty would have been easily solved, as already observed, by apportioning the appointments on the Examining Board equally among the Professors of all the Colleges, as is done in the Examining Board of the Queen's University of Ireland. This, however, has hitherto been rendered impossible by the relations maintained by those

Colleges as independent Universities; and I can only say, that if the Senate can find the requisite number of well qualified Examiners, fit and willing to undertake the duty I know that I speak the minds of my Colleagues in University College, as well as my own wish, in saying that we shall heartily welcome the change as a most acceptable relief to ourselves, ad a great improvement on the present system. If such appointments are made, it will then be seen by those who undertake the Arts Examination, not only in the Faculty of Arts, but also of Law and Medicine, how entirely the statement is founded in error, which represents the Professors of University College as receiving the Examination Fee for reading the Papers of their own Students.[*]

Impartiality and Strictness of Examination. But meanwhile I must be permitted to avail myself of this occasion to assert in the most unqualified terms, that the Examinations of the University have been conducted with a strictness and impartiality that may challenge the severest scrutiny. Our printed returns tell of the number of Scholarships taken,—and full use has been made of these. But no record meets the public eye to tell of the number rejected; though no Examination passes without the list of Candidates being reduced by this eliminating process. For in truth no single Candidate passes without the concurrence of an Examiner selected expressly as being totally independent of the College.

The following names of Gentlemen who have acted as Examiners in Arts during the past four years, and have had an absolute voice in the admission, or rejection, of Candidates, alike to Matriculation, Honours and Degrees, supply the best guarantee of the practical character of the Examinations—the high standard of which is attested by the Examination Papers:—The Reverend Michael Willis, D.D., Principal of Knox's College; Reverend S. S. Nelles, M.A., President of Victoria College; Reverend A. Lillie, D.D., Theological Professor of the Congregational Institution; Reverend J. Taylor, M.D., Theological Professor of the United Presbyterian Divinity Hall; Reverend G. P. Young, M.A., Professor of Logic and Mataphysics, Knox's College; Reverend E. J. Senkler, M.A., of Caius College, Cambridge; Reverend E. Schluter, M.A.; Reverend W. Stennett, M.A., Principal of Upper Canada College; Reverend W. Ormiston, B.A., late one of the masters of the Normal School; Adam Crooks, LL.B., barrister-at-law; James Brown, M.A.; T. J. Robertson, M.A., Head Master of the Normal School; Robert Checkley, M.D.; Mr. Thomas Ridout; F. Mantivani, LL.D.; E. Crombie, M.A., Barrister-at-law; Michael Barrett, B.A., M.D., President of the Toronto School of Medicine; L. S. Oille, M.A., M.D.; G. R. R. Cockburn, M.A., Rector of the Model Grammar School; William Wedd, M.A., Classical Master, Upper Canada College; H. Haacke, French Translator to the Legislative Assembly; M. Emile Coulon, French master, Model Grammar School; E. Billings, F.G.S., Palæontologist to the Provincial Geological Survey.

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[*] Examinations are conducted by the Professors of the College, in each of their classes; preparatory to the terminal Examinations at Christmas and Easter, by which the College Honours and Prizes are determined. These are totally independent of the subsequent University Examinations, at which Candidates, not Students of the College, present themselves; and from which all Students of the College, not Undergraduates in the University, are excluded. Doctor Ryerson, when commenting before the Committee on the College "Family Compact," as he styled it, remarked,

"How far the interests of the College family have been consulted, I need not further remark; and I have shown, in a statement to which neither Mr. Langton nor Doctor Wilson has ventured to refer, that the Professors of the College Family at Toronto, have consulted their convenience, by giving themselves two months less work each year, and twelve hours less work each week of that short year, than have the Professors of Harvard College."—

To this Doctor McCaul has already replied by showing that the statements are totally unfounded. The Session is from four to five weeks longer than that required for the attendance of Students at Oxford, or Cambridge, and is the same length as that of Edinburgh. As to the comparison of University College with Harvard as to Lectures, it is not only not the case that there are twelve Hours less work per week in University College, but the direct opposite is the truth, inasmuch as there are, but 37 Hours per week at Harvard, whereas they are 39 at University College. An Examination of the Lectures attended by the Students of each year, will also show a very considerable superiority in University College, Toronto; besides which there are extra Lectures and the Examinations, occupying many additional Hours.

With such Gentlemen, selected, as they have been, with an anxious desire to secure able and independent Examiners, I feel confident that no University Examinations have ever been conducted with stricter impartiality than those of the University of Toronto, under the very system so unjustly maligned.

MORAL AND RELIGIOUS OVERSIGHT OF STUDENTS. Returning, however, from this digression, suggested by analogies in the University of London and the Queen's University of Ireland, I revert once more to another aspect of the question of sectarian, in contradistinction to provincial, or National, Education. It is assumed in the Memorial of the Wesleyan Conference that, under the system of a provincial Non-denominational College, the youth educated in it must be placed beyond the reach of Religious training and pastoral oversight. If by pastoral oversight is meant the placing of each Student, while in the College, under the care and teaching of Resident Ministers of his own Denomination, this is manifestly beyond the reach of any system but one which limits all education to the training of each youth in Schools and Colleges of his own Sect, and it is as impossible under the constitution of Queen's, or Victoria, as of University College. When Victoria College admits a Wesleyan Methodist Student, the desired end is secured for him. But when it admits an Episcopalian, Presbyterian, Baptist, or Roman Catholic Student, he must be dealt with precisely as he would be by University College, and as is done by the Normal School of the Province.

In University College daily Religious Services are provided, the resident Students are placed under the charge of the Ministers of their respective Denominations, their Parents, or Guardians, are consulted as to the Place of Worship they are to attend, and the Minister of Religion whose teaching they are to wait upon. The resident Professor,—who has been selected with a special view to his fitness for the duties,—has Prayer and Reading of the Scriptures daily, morning and evening, in the College Hall, for all who do not object, themselves, or by their Guardians, on conscientious grounds, to be present; and it is his duty to ascertain that they attend regularly at their respective Places of Worship. Permit me to read to you the Circular addressed by the resident Professor to the Parent, or Guardian, of each Student, on his coming into residence; it will show the systematic care with which we aim at fulfilling this part of our duty:—

"As your Son proposes coming into residence in this College, I beg to inform you that it is the desire of the Council that, where there is no conscientious objection, all the Students under their charge should be present in the Hall at daily morning and evening Prayers, with Reading of the Scriptures. It is also their wish, that they should regularly attend on Sundays their respective Places of Worship, and receive such other Religious Instruction as their Parents and Guardians may desire. I have to request that you will be so good as to let me know whether you desire your Son to attend such daily Prayers in the College, and that you will also mention the Minister under whose charge you wish to place him. The Council will afford every facility for the carrying out of your intentions, and with this view, will exercise such control over your Son during his residence, as may be best calculated to effect your wishes. In the event of your not informing me of your desire on the subject, the Council will assume that you have no objection to his being required to attend the daily Prayers of the College, and will exercise an oversight as to his attendance on the Ministrations of a Clergyman of the Denomination to which he belongs.

Provincial, or Sectarian, College Education? Looking to the System thus in force, it is manifest, therefore, that the Provincial College—though strictly Non-denominational, is not, therefore, non-religious; nor can there be any need that it should be so in a Christian Country. In this, indeed, is illustrated the only possible System for a publicly Endowed scheme of National Education. It is the same principle which pervades our Common Schools, Provincial College, and University; a Public System, in which no sectarian distinctions are recognised, and in which no Denomination meddles as such,

—equally open to all, and under public control. It is the National Educational System of the people, consistent throughout. The Teachers, Trustees, County Boards, and Inspector; the Deputy and Chief Superintendent, and Council of Public Instruction; the College Professors, University Senate, and Chancellor, are all chosen by the people:—through direct election in local cases; through the Executive in the Provincial Departments.

The estabishment of a well appointed College and University is necessarily a costly thing. The Province cannot hope to command the services of men of the highest class without offering Salaries and all requisite equipments of Lecture Rooms, Museums, and Library, in some degree approximating to similar Institutions at Home; but, if the Government were to comply with the prayer of the Wesleyan Conference Memorial, and "cause an Act to be passed by which all the Colleges now established, or which may be established in Upper Canada, may be placed upon equal footing in regard to public aid," it must necessarily involve the maintenance of many very imperfectly organised Institutions, at an increased outlay, to do the work of one. Under any possible System of Public Education, whatever may be the facilities afforded for the higher branches of instruction in a Country situated as Canada at present is, only a limited number will be found prepared to avail themselves of them. The multiplication of Denominational Colleges would, therefore, tend very slightly,—if at all,—to increase the number of Students, while it so greatly multiplied Professors.

It cannot be overlooked also, that, whereas it appears by the last Census that there are Twenty-four separate Denominations specified in Upper Canada,—apart from smaller Bodies grouped under a general head—the greater number of which embrace thousands in their communion; any attempt to endow Denominational Colleges, in lieu of a non-sectarian Institution, where all enjoy the same rights and privileges, must involve great injustice to those who, although belonging to Religious Bodies too few in number, or too poor, to effect the organization achieved by wealthier Sects, have an equal right to share in the Denominational division of Public Funds set apart for higher education. The evil assumes a still worse aspect, when it is considered that some Religious Denominations have conscientious objections to any such system of distributing public funds; and while they are thus excluded from availing themselves of them, they would be subjected to the grievance of the common Funds of the Province being thus expended by their Representatives in opposition to their Religious scruples, and to their own personal loss. If, therefore, the Province provides an adequately endowed and well appointed Provincial College, to which every youth in the Province has free access, without any distinction as to Sect, or party; and also provides a University to grant Degrees,—not only to such Students, but to all in the Province,—in like manner, without reference to Sect, or party, who are found qualified to pass the requisite Examinations; they can have no just ground of complaint who,—declining to avail themselves of the Provincial Institution to which they have free access,—voluntarily choose to take their preparatory training under Professors and Teachers appointed by their own Denominations.

University College truly Provincial. It is accordingly seen by the University and College, that the laity of all the leading Denominations in the Province,—Protestant, Roman Catholic, Episcopalian, Presbyterian, Methodist, Congregationalist, Baptist, etcetera—have freely availed themselves of the untrammeled advantages thus offered to them; and that every year witness an increase in the number of Students entering University College, and of Graduates admitted to the Degrees of the Provincial University.

The following are the Returns of the Students of University College, for the academic year 1859-60, according to their respective Denominations,—apart from the Undergraduates in the Faculties of Arts, Law and Medicine, attached to the University, but not attending the College:

Free Church	49	
Church of England	35	
United Presbyterian	24	
Methodists	22	
Congregationalists	16	
No returns	11	
Presbyterians	10	
Church of Scotland	7	
Church of Rome	5	
Baptists	5	
Reformed Presbyterians	2	
Plymouth Brethren	1	
Quakers	1	
Making a total of	188	
*Matriculated students	80	
Occasional Students	108	
		188

These Returns furnish satisfactory evidence that the Non-denominational character of University College has not been a bar to the full acceptance of the educational advantages it offers, by Members of all the leading Denominations in the Province, including a fair average of the very Religious Persuasions, whose Leaders appear before you as Objectors to the System.

Anonymous Pamphleteering. One or two other points I must note before concluding. It would have better pleased me had I been able to omit all reference to some of the very strange charges whch have been brought against us; and I feel confident when I look at the respected Gentlemen who represent both the Denominations that appear before you as Claimants of the Fund, that they already repent the course unwisely forced upon them in regard to us. I was particularly struck, as you all must have been, when, on Mr. Langton addressing you, and inadvertently appealing to this widely circulated Pamphlet as that of the Wesleyan Methodist Conference,* the Reverend President of the Conference most markedly shook his head, in clear testimony that the Conference disowns all responsibility for it. Mr. Chairman, I am not familiar with parliamentary forms, but if it accords with the regular proceedings of this Committee, I should exceedingly desire that a minute be made of that shake of Doctor Stinson's head. It was a very grave and speaking shake of the head! It said as plainly as the shake of a Doctor's head could do, that he, for one, repudiated the burden of responsibility for this anonymous miscellany of misrepresentations and blunders. I am not surprised that the earnest and justly esteemed Religious body, of which Doctor Stinson is the Representative, should abjure this Pamphlet, for it is a tissue of the most absurd and extravagant contradictions and blundering misstatements ever put together in the same number of pages.

Novel Teachings of History. It has been stated in evidence that my own Chair of History is useless, and Doctor Ryerson has specially assigned as a reason, that History is taught in the Grammar Schools. A singular idea indeed, the Doctor must have of a University Course of Study, if, because a Boy learns by rote certain things in a Grammar School, a Professor of a University can have nothing more to teach him! But I find in this same Pamphlet a passage which remarkably coincides with this brilliant idea of the functions of a Professor of History, whoever its Author may have been. "History teaches us," says this erudite Commentator on the duties of its Professor, "history teaches us that just in proportion as Greece and Rome lavished their resources upon stone, or marble, upon the material and inanimate, they declined in the intellectual and moral," and that, therefore, because an architectural Collegiate Edifice has been reared for the University of Toronto, the day of her intellectual and moral ruin is at hand! I should be gratified if the learned Superintendent of Education, who has so clear a perception of how History should be taught, would refer to the Chapter of Greek, or Roman, history, where such lessons are to be learned. We read, indeed, of the age of Pericles, an age in which Greece did lavish her resources on stone and marble—in which Phidias wrought those exquisite sculptures, which, as the Elgin Marbles now constitute the priceless treasures of our British Museum,—in which under Callicrates and Ictinus, the marble columns of the Parthenon were reared on the heights of Athens, where still their ruins stand, the unrivalled architectural models of all later centuries. That was indeed an age of stone and marble, but was it an age of intellectual decline? That age in which, under Æschylus, the Attic drama was called into being, which witnessed in succession the wondrous intellectual triumphs of Sophocles and Euripides, which revelled in the comic genius of Aristophanes, and drank in wisdom from the philosophy of Socrates; the era of the most impartial and philosophic of historians, Thucydides; and ere its close, of the vigorous and graphic Xenophon. Or did all intellectual and moral vigour perish in that age of marble, which was succeded in later generations by the wisdom of Plato and the philosophy of Aristotle? Or was it not after that very age of Greece's architectural triumphs that she produced the most precious gifts of that Classic Literature which has constituted the priceless treasure of all later times?

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*The true test of the efficiency of the College is its progress in the number of Matriculated Students, when the above Returns were made they were 80, an increase on previous years. This year (1860) they number 110. The whole number of Matriculated Students entered at the ancient University of Cambridge the same year is only 380. If our Provincial College is left to go in its present successful career, it cannot be doubted it will ere long equal this, if not surpass it.

Financial Misrepresentations. But there are other statements laid before this Committee at which Reverend Doctors might well shake their heads, did they only know all the truth. Mr. Langton having imposed on him, as Vice-Chancellor of the University of Toronto, the grave responsibility of defending it against its Assailants, found it his duty, as an experienced Financier, to call in question certain figures which have been placed before you in Evidence. Doctor Ryerson had submitted to you, and handed in, in writing, a series of very singular Financial Statements,—comparing the cost of the Bursar's Office of Trinity College, consisting of one individual, with very few Lands to look after, and that of the Bursar's Office of Toronto University, which has in charge the sale and management of Lands, and the investment of Funds, throughout the Province; and he had revealed to you the wonderful discovery that the one actually costs a good deal more than the other! The unfairness of these, and similar, comparisons was sufficiently apparent.* But on looking into their details Mr. Langton had found that what Doctor Ryerson stated as the total Annual Expense of Trinity College, was not only given in his own "Educational Journal," at more than double the amount, but that this total omitted the whole cost of the Trinity Scholarships, amounting to $4,200; that his total annual cost of Victoria College was $1,600 less than the mere amount of the Salaries stated to you by its own Bursar, Doctor Green; and that, not to multiply details, the sum stated as the cost of Trinity College incidentals, and since triumphantly printed, with double marks of exclamation, in your own Evidence, as only one thirteenth of the corresponding charge of Toronto University, has actually been made to suggest this false impression by changing the Trinity Pounds into Dollars—when, I say, Mr. Langton pointed out these grave, misleading errors, Doctor Ryerson disclaimed the responsibility of his own statement, and blamed another Person, who had furnished him with the material.

Mr. Langton felt it to be his duty to refer to this, because it was not a hasty calculation made by Doctor Ryerson in addressing you, but a Written Statement handed in to this Committee, printed by the Committee, and circulated without correction among all its Members. Yet, when Mr. Langton referred to it, there was a cry of "Shame! Had not Doctor Ryerson repudiated it? Had he not corrected it two days before?" If he did, it still stands on your Records unamended, and I say Mr. Langton was thoroughly justified, and simpy did his duty in pointing out those inaccuracies; and Doctor Ryerson must have a singular idea of his position, if he thinks he can evade the responsibility of such gross inaccuracies in a Statement thus deliberately framed and handed in, or shift its burden upon any one but himself. But, on examining Doctor Ryerson's own Manuscript, it turned out that the comparisons in question were not in writing, but clipped out from some publication, having already done duty elsewhere, before they were thus produced to complete the work of misrepresentation here.

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*Mr. David Buchan, the Bursar of the University of Toronto, examined:

Question 275.—Referring to your Accounts for 1857, as published in 1858, Number 2, is not the statement of Doctor Ryerson, as to the expenses of your Office and of stationery, correct so far as the amount is stated by him?

Answer.—On referring to Appendix Number 12, printed with the Journals of the Legislative Assembly, 21 Victoria, 1858, I find there an Account headed "Number 2 (Abstract,) University of Toronto." This Abstract was not prepared in my Office. If I take the first item, "Bursar's Office," £2,261, and the second, "incidental expenses," which most people, on examining the Account, would suppose referred to the incidentals of the Office, £379 12s. 4d., I get a total of £2,640 12s. 4d., which is the amount charged to the Office in my detailed Accounts submitted to Parliament. But if, in place of taking the second item, I overlap it and the six following ones, and arbitrarily select the ninth, which has nothing to do with the Office,—by adding the first and the ninth together, I do obtain a sum corresponding to the $11,438, given in Question 185, and said in that Question to be "reported for 1857 as expended in the Bursar's Office!"

Perverted Evidence. Nor is this the only story which has done duty against us elsewhere, but which would not bear investigation. There is another point I must speak upon, because I see present the chief Adviser of the Representative of Her Majesty in the Government of this Province, the Honourable Attorney-General West. Doctor Ryerson, in the written Statement which he handed in to this Committee, presented originally in his own Manuscript a paragraph which has since been withdrawn. I received in Toronto a proof of this Statement, as printed for you from his own manuscript, which I presumed was the evidence as finally given in to the Committee; and it is only since I came down to Quebec that I learned this passage had been suppressed, though not before it had been read to you, and widely circulated elsewhere. It is a Statement with reference to Grammar School Teachers educated in University College. Doctor Ryerson said in that passage:—

> "The Reports of the Inspectors of Grammar Schools show that Toronto University supplies only eight Masters to seventy-five Grammar Schools, while Queen's College supplies ten. The same Reports show that the Graduates of Toronto University as a whole are less efficient Masters of Grammar Schools than those of Queen's College, Victoria College, or Trinity College, of Toronto, or Dublin."*

This, Sir, is a very grave charge, whch, when I read it, not knowing that its Author had since repented of it, received my very special attention. I felt that, even if true, we could answer that our University had only been six years in operation, and that it was not till the year before last, we had been able to turn out a Graduate at all. It would have seemed only reasonable, if it had been found expedient, that we should be allowed a little time to devolp the Institution, before a Committee of Investigation sat upon it. Nevertheless, with every consideration of the circumstances in which we are placed, I was surprised at the Statement, and wrote to the Rev. Mr. Ormiston, one of the Inspector of Grammar Schools, a Graduate of Victoria College, and who, having been one of the Teachers of the Toronto Normal School under Doctor Ryerson, could have no special leanings in our favour. Mr. Ormiston came down to Toronto, and favoured me with an interview, in which he assured me that whatever motive, or reason, could have induced Doctor Ryerson to make such a Statement, it was unsupported by his Reports. He gave me comments, which he permitted me to write down from his lips, relative to the Graduates of the University, on whom he had reported as Inspector of Schools. He had specially reported two Graduates of Toronto University, as inefficient Masters. One was a good scholar, but his eccentricities marred his success. And is it imagined that the wisdom of the Legislature can devise a University that will cure a man's eccentricities? But I found on examination that we were not responsible for him at all. He was a gentleman who had taken his whole course of education at Trinity College, Dublin, and having produced evidence of that before the Senate of Toronto University, was admitted to his degree *ad eundem*. And, in strange contradiction to the Statements made by Doctor Ryerson, Mr. Ormiston added that there were two Trinity College Dublin man, whom he had been obliged to recommend to withdraw. In another bad case of a Toronto University Graduate, it was reported he would never make a good Teacher, and this is very likely, as he is now an inmate of the Lunatic Asylum. [Doctor Wilson continued to read the notes furnished him by Mr. Ormiston, which were altogether at variance with Doctor Ryerson's statement, and proceeded.]

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*Copies of Doctor Ryerson's printed Statement, as circulated among the Members of Committee and others, were procured from the Clerk of the Parliamentary Committee in the ordinary course; and duly forwarded, with the other Evidence to Toronto. This extraordinary and unfounded Statement was forthwith investigated, and the Inspectors of Grammar Schools were called on to state what were the actual facts, but after they had been summoned as Witnesses, the passage disappeared from the Chief Superintendent's Statement. Hence the following proceedings in Committee:

"Reference having been made to summoning witnesses, Mr. Cayley put the following question to Mr. Langton:

Question 143.—Do you still desire that Mr. Cockburn and the Reverend Mr. Ormiston shall be summoned before the Committee?

Answer.—I have no longer any desire, so far as I can see at present, for the appearance of Messieurs Cockburn and Ormiston, because as Doctor Ryerson's Evidence now appears in its revised shape, it does not contain the imputation which I desired these Gentlemen to rebut."

It is a very serious charge to bring against a University; but I say unhesitatingly, in the presence of the Head of Her Majesty's Executive Government, that the Reports from the Inspectors of Grammar Schools do not bear out Doctor Ryerson's Statements; and it is a most grave charge against the Chief Superintendent of Education, that he should have so far betrayed his trust, or so far have permitted prejudice to warp his judgment and pervert the Evidence of his Official Reports, as to submit to you, and to give you in writing a Statement of this nature, which, when challenged, he has been compelled to withdraw.

Gentlemen, call for and examine these Reports of the Inspectors of Grammar Schools. You will find in them no evidence to bear out such allegations. Mr. Langton has inspected them, and I have perused the extracts made from those Manuscripts now in Doctor Ryerson's possession; and they abundantly account for his withdrawal of the unfounded charge. Let him summon those Inspectors before you, if he dare. It was on Mr. Langton's calling for their appearance as Witnesses that the Statement was erased. They are not men to hide the truth on our behalf. They owe their appointments to Doctor Ryerson, and are, or have both been Teachers in his Schools. Nevertheless, they are men of honour and probity, and that is all that we require in Witnesses on our behalf.*

The Family Compact of Professors. Had I consulted my own feelings, or appeared here merely in my own defence, I should have left this unsaid. Doctor Ryerson well knows I have no personal feeling against him. On the contrary, I have had much friendly intercourse with him in former years; and when he went home to select a Rector for his Model Grammar School, he owed it to my introductions, and to my Brother's aid, that he obtained his present efficient Rector. Nor did I come to Quebec even now with unkindly feelings towards him, though his conduct before this Committee seemed strange and indeed inexplicable. But the animus he has shown before this Committee, since I have been present at its sittings, has not only changed my opinion greatly, but has led me to look back upon past events and the circumstances of my former intercourse with him, and to see them in a new light. I read with scorn his Statement to this Committee, as I find it recorded in the Evidence, that "If the Committee should order the Minutes of the Proceedings of the Senate to be laid before them, and mark who were present, and what was done at each Meeting, they would see how the System has been worked, and how parties connected with the University and Upper Canada Colleges have directed as to Expenditures, Studies, Scholarships, etcetera;" and again, "The Minutes will show that those Expenditures have been chiefly directed by a family compact of Gentlemen receiving their Salaries from the University and Upper Canada College Endowments."

Why did he put in the word "Gentlemen?" I read, and I believe my Colleagues have also read, his Statement as equivalent to characterising us as a pack of scoundrels.

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*It is sufficient to say that the Grammar School Inspectors were not produced as Witnesses, nor were their Reports read to the Committee, or printed in the Evidence.

I have not been much engaged in duties like this. My habits have been acquired in the pleasant retirement of years, chiefly expended in literary pastime and study. I have not been accustomed to appear before such Committes, and perhaps, therefore, I may seem to attach too much importance to language, which may not present itself in the same aspect to men accustomed to confront the bold and rough usages of Parliamentary life. But I can conceive of no explanation that can be put upon this language, characterising us as a family compact, directing as to Expenditures, Studies, Scholarships, and Salaries, other than that we were something closely allied to a pack of swindlers; a set of men abusing the great trust committeed to them, for their own private ends, and personal aggrandisement.

I believe Doctor Ryerson will be able, in his explanation of Statements he has been compelled to make to you, to show that he advocated the expenditure of a smaller sum than was ultimately appropriated for Scholarships in the University; but he cannot deny this, that we bore no part in relation to the largest of the Expenditures which has been specially brought as a charge against us: that appropration of £75,000 —that frightful extravagance of ours for a new Building. Doctor Ryerson stated in his Evidence that he believed that appropriation was made during his absence from the Country. I doubt, not he stated so in perfect sincerity; but I find on looking at the Mintues that he was not absent on the 17th March, 1854, when Chief Justice Draper gave notice of an Address to His Excellency, with a view to the appropriation of a sum for Buildings. I find, too, that Doctor Ryerson was present, and there is no record on the Minutes that he objected, when, on the 24th March, Chief Justice Draper, seconded by Honourable J. C. Morrison, moved the Address to His Excellency. And on the 25th March, when that Address was read a Second time and carried, Doctor Ryerson again was present, and the Minutes record no protest, or opposition to the appropriation, as recommended. I had an interview this morning, with the Solicitor-General, who is prepared to give evidence that Doctor Ryerson was present and offered no opposition to that Address, which was to lead to such "frightful extravagance."* And I believe there are other charges brought against us, of which we are equally innocent, but on which Doctor Ryerson cannot clear himself. The Salary of the President of University College was recommended on his Motion. That large, but not excessive, Salary now enjoyed by the President, was moved by Doctor Ryerson. And he cannot deny that to that same Motion, in the absence of the Professors who had not then a seat on the Senate, and without the slightest instigation from them he made an addition, declaring that we were underpaid, and that our Salaries should be raised. I of all men in the world need not object to that act, enjoying as I do at this present moment an increase of Salary owing to that motion; but I wish to show that we did not, as we have been charged, ourselves vote that addition to our Salaries, or even know that such a proposition was entertained. Nor can he deny that he voted the present Salary of the Principal of Upper Canada College, which he has declared to be extravagant, but apologised for it by saying he did not believe a Canadian would have been appointed. He cannot deny that, in opposition to that very family compact of Professors, he was one of the most active Leaders in getting a Pension to Mr. Maynard, dismissed from Upper Canada College for improper conduct, and who, many think, ought to have been dismissed long before. And nothing can justify Doctor Ryerson for having preferred this abominable and baseless charge of a family compact, for this simple reason, that all the Expenditures on Buildings, Library, Scholarships, Salaries, and Pensions with which he charged them,—with the solitary exception of the Pension to Mr. Maynard,—were authorised long before a single Professor of University College, except Doctor McCaul, as its President, had a seat in the Senate.

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*Question submitted by the Reverend Doctor Ryerson, and put to the Honourable Joseph C. Morrison, by the Chairman:

Question 464.—"Do you recollect particularly the proceedings of the Senate in 1854, and the part that Doctor Ryerson took in them?

Ans.—"I recollect, generally the proceedings, but I cannot at this time say the particular course that Doctor Ryerson took."

Passage in Doctor Ryerson's Reply, Evidence, page 152:

"I cannot give implicit credit to the Statement of the Gentleman, (Doctor Wilson) upon the subject, because in the same speech he introduced the name of the Honourable J. C. Morrison as a Witness that I had supported and voted for measures to which I now object. I took the liberty, yesterday of putting, through the Chairman, a question to Mr. Morrison on the subject, whether he remembered these proceedings. What was his answer? That he did not recollect them, nor the course I pursued. I leave the Committee to decide between the Gentleman's assertion the other day and the testimony of Mr. Morrison. And if he was so far wrong as to his Statement of what Mr. Morrison said, it is not too much to assume that he may have been as far wrong in regard to the imputations he ascribes to Mr. Ormiston."

The Minutes of the University Senate were refered to, from which it was shown that Doctor Ryerson was present at each of the three Meetings in question. No counter Motion, or protest betrayed the slightest indication of his opposition, when it was time to have done it effectually; and the Honourable Solicitor-General was again summoned and asked.

Question 538.—"Had you any conversation with Doctor Wilson, and did you tell him that Doctor Ryerson was present when the Address for the Building was carried, and that Doctor Ryerson offered no opposition to it?

Answer.—"Doctor Wilson, in a conversation respecting the appropriation made for the University Buildings, asked me whether, on the occasion of the proposition of the Address to His Excellency, by Chief Justice Draper, seconded by myself (in 1854,) any objection had been made by Doctor Ryerson,, who was stated to be present? I told Doctor Wilson, that in my recollection no objection was made to the appropriation by any member of the Senate, and that if Doctor Ryerson had opposed it, I thought I should have remembered it."

This, Gentlemen, is a specimen of the baseless charges that have been circulated through the Country, and have helped to mislead the minds of hundreds, and to burden your Table with Petitions originated by misrepresentation, and founded on error. And I ask you now, as an impartial tribunal, if you think the Chief Superintendent of Education for Upper Canada,—who had sat on the present Senate from its organization in 1853 till 1857, when Professors of University College, for the first time, took their seat at that Board, without ever recording a single protest, counter-motion, or other evidence of practical opposition to all the chief Expenditures, and other acts, now charged against us,—I ask if he was justified in making this "family compact" charge which he has recorded on your Evidence? But Doctor Ryerson has asked that the Minutes be produced, and they shall be produced; and he will be called upon, I trust, to show you, from those Minutes, the Evidence on which he grounds so base, and let me add also, so baseless a charge.*

New University Buildings. With regard to the new University Buildings, while I have disclaimed all responsibility for the original appropriation, as an act done long before I was a Member of the Senate, I am prepared to assume all responsibility for the Building, as not only a justifiable, but an indispensable, thing. Your Memorialists charge us with acting in defiance of the Law of 1853 in the erection of new Buildings, and in providing accommodation in these for Faculties which the Act expressly forbids. The latter blunder I believe the Memorialists themselves are now fully aware is without foundation. As to the other illegal act, I can only say it was done under the presidency, and with the zealous concurrence of the present Chancellor Blake, one of the ablest and most upright Judges of Upper Canada. The Address was moved by the Chief Justice Draper, and seconded by the present Solicitor-general and the final appropriation was made by the Governor-in-Council, with the advice of the present Attorney-General. I venture to think that under these circumstances this Committee will acquit the Professors of any blame, if they should be inclined to interpret the Act differently from such high legal authorities.

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*The Reverend Doctor Ryerson further examined. Question submitted by Professor Wilson, and put by the Chairman:

Question 411.—"You stated to the Committee, 'that if the Committee would order the proceedings of the Senate to be laid before them, and mark who was present, and what was done at each Meeting, they would see how the system has been worked, and how parties connected with the University and Upper Canada Colleges had directed as to Expenditure, Studies, Scholarships, etcetera. The Minutes will show that all these Expenditures have been directed by a family compact of Gentlemen receiving their Salaries from the University and Upper Canada College Endowment.' Doctor Ryerson has the Minutes before him: will he specify in detail the facts to which he refers, seeing that no Professor, except Doctor McCaul, had a seat at the Senate, before 2nd February, 1857?

Answer.—"I refer to the Minutes.

Question 509,—"Can you refer to any other Minute of the Senate, after the date of my appointment as a Member, on which either I, or Professor Cherriman, or Professor Croft, either voted in reference to our Salaries, or were present when such a question was discussed?

Answer.—"Certainly not. The presence or absence of a Member of a body, when his Salary is taken up, is a matter of no consequence, since his influence as a Member of the body, would be precisely the same in regard to the proceedings in matters of the kind, whether he were absent, or present."

Yet, the Minutes were wanted to "mark who were present, and what was done at each Meeting!"

In defence of the necessity of the Building, I will only say that during seven years in which I have been a Professor of University College, I have witnessed five removals. Since the University Act of 1853 was passed we have been turned out of the old King's College Building, and established in the Parliament Buildings on Front-street. Parliament returning to Toronto, we were sent back to the old Building; Government requiring that, we were thrust into a little brick edifice originally built for a Medical School; and before we at length moved into our present permanent Buildings, we had been compelled to waste thousands of dollars on removals, fittings, and temporary makeshifts, as distasteful to us as they were wasteful and extravagant. Surely it was wiser to put up adequate and permanent Buildings, than fritter away the Endowment in a system like that, which destroyed all faith in the perpetuity of the Institution, and impeded every thing but the mere daily scramble to accomplish such work as could be got through, in the absence of nearly every needful provision of a well-appointed College.

But while affirming that the new Buildings are not only justifiable, but were an absolute necessity, if the University and College were to be maintained, I utterly deny the charge of useless Extravagance in their erection. Having myself acted throughout on the Building Committee, I can say confidently that no Committee ever strove more earnestly with a view to economy. After the Plans had been approved of by the Government, we revised them, and ordered the omission of many features, which, though ornamental, were not indispensable to the practical objects of the Building. Send for the Contractors, Messieurs Worthington, and Jacques and Hay, and ask them if they were ever so watched and worried by a Building Committee for purposes of economy; or summon Mr. Cumberland, our Architect, and enquire of him whether he found a Committee of University Professors, or of the Lawyers of Osgoode Hall, more unyielding on every threat of extra expenditure.

Investigation Welcomed. We have, Sir, in this, as in other matters, earnestly striven to do our duty; and we do feel, after such earnest endeavours, at thus being summoned, like culprits before your bar, on Charges so baseless, and on Statements so loose and intangible, that,—like the soil of secret slander,—while the consequences are only too keenly apparent, the source is difficult to combat as the viewless wind. But, Gentlemen, we have not shrunk from this investigation, though feeling a natural repugnance to coming into collision with those who have proved themselves capable of assailing us with such unworthy weapons.

We have every confidence in this Committee; having nothing to fear from the fullest enquiry. In our Matriculation Examination, our Courses of Study, our Systems of Options, and our modes of Examination, we have set ourselves deliberately and earnestly to work out an Educational System for Canada, such as we believe will secure,—not for any special and privileged class, but for the people at large,—all the advantages a University can afford. We have not taken Oxford as our model; for, without any disparagement to that ancient Seat of Learning, we believe that, could it be transplanted, with all its abtruse learning and all its antiquated and venerable forms, to our Canadian soil, it would prove little less useless to us than a College of medieval Monks, or learned eastern Pundits. We have in our own University, Representatives alike of the old and of the modern Universities of the Mother Country; and we have anxiously striven to combine the experience of all; while seeking, at the same time, to add to that the means indispensable for adapting such experience to the circumstances of a young Country like Canada.

Having been appointed to the important and responsible trust implied in our selection to fill the various Chairs in the Provincial College, I ask you, have we forfeited the confidence of the Government, or of the Country? And if not, then I may be permitted to ask if such men as I have described as those constituting the Council of University College, are not capable of advising this Province in relation to the precise amount of Latin and Greek, of Mathematics and Sciences, that shall be required of a youth on entering the College? If they are incapable of advising you, who is to be your Adviser? Is this Committee prepared to resolve how many Books of Xenophon and Virgil shall be read? Whether Homer shall be taken at Matriculation, or Horace be put in the place of Sallust? And if men who have taken some of the highest Honours in Cambridge, Oxford and Dublin,—who have filled Chairs in British Universities, and even bring to us the Science of the famed University of Berlin, and the Honours of the ancient Seat of Learning of Padua—if such men are not to be permitted to advise you on the details of a Collegiate System, are you prepared to submit yourselves to the advice of Doctor Ryerson, who never was in a College in his life, but who has told us in his famous scheme of University organization, propounded in his voluminous Letter addressed to the Honourable Francis Hincks, in 1852, that he meditated it in some of the highest mountains in Europe,—a circumstance which abundantly accounts for the windy and insubstantial character of its recommendations.*

A High Standard of Education Maintained. In order to meet the arguments which have been adduced against the system adopted by the University of Toronto, the Vice-Chancellor has produced in evidence the recommendations of the Commissioners of Oxford and Cambridge; the practice of the Universities of London and Ireland, etcetera, —and evidence having thus been produced in proof, I may now be permitted to reaffirm, in concluding my defence, that the one aim of the Senate, and of the College Council, has been to devise a System of Study whereby the youth of this Province may acquire those higher branches of education best calculated to fit them for becoming intelligent and useful members of the community. In Canada, at least, education must be practical. It may be all very well for certain Oxford men, and their indiscriminating admirers, to maintain that the highest aim of a perfect collegiate training consists in the mastery of Classical learning, but the scholarship of Oxford, if forced without restriction, or choice, on the youth of Canada, would in most cases prove of comparatively little practical avail.† Nevertheless, let me not be misunderstood. I have freely admitted that the standard of Matriculation, or the entrance Examination, has been lowered; but I have not admitted, and I do most positively deny, that the standard of education has been lowered. A Student who goes through the whole Classical Course of the University will compare favourably with a Graduate of equal ability in any other University in the British Empire; and if, in the exercise of Options, he abandons Classics at the prescribed point in his Course, he can only do so in order to take in lieu of Classics the defined substitutes of Modern Languages, Natural Sciences, and Mathematics, which will no less thoroughly train his mind, and in many cases will supply him with far more useful acquirements for the future course he is to pursue. The English Universities, under their old rigid system, turned out a class of educated men, with whom too frequently the people found little sympathy; but the Scottish University System, by the very laxness which left the Student's choice of Studies so much to himself as practically to amount to a comprehensive system of Options, has made an educated people; and the latter I conceive is what Canada desires.*

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*A copy of this Letter and Scheme of University organization will be found on pages 146-156 of the Tenth Volume of this Documentary History.

† The Reverend Provost Whitaker examined:—by the Chairman.

Question 344.—"Do you think that, in a Country like Canada, the system of Collegiate Education should be exactly similar to that which prevails in, and may be adopted by, an old and wealthy Country like England?

Answer.—No.

Question 347.—"Are you of opinion that in this Province, without an endowed Church, without Fellowships in the Universities, without old and richly Endowed Grammar Schools, and the many and various inducements in England to acquire eminent Classical and Mathematical attainments, the University Education of this Country can be fairly brought into comparison with that of Cambridge, or be reasonably expected to reach the same standard?

Answer.—"No."

Our Canadian Honour-men. Only one further point seems to require attention. Referring to our system of Honours and Scholarships, Doctor Ryerson has spoken of one-half of the time of the Professors of University College being taken up with teaching the Honour-men, who, in an English University, employ their own Tutors. The charge in reality amounts to this: that by its liberal Endowments for the highest departments of education, at the Provincial College the Son of the humblest Canadian peasant may enjoy precisely the same advantage as the Son of the wealthiest Nobleman in England does at the aristocratic and exclusive University of Oxford.†

A Specimen Accusation! It only remains for me to thank the Committee for the patient hearing you have favoured me with, while thus endeavouring to place before you the broad grounds of defence, on the charges brought against my Colleagues and myself. I have not attempted to go minutely into details, nor to meet every petty charge, for indeed I have as yet only obtained partial access to the printed Evidence, and I only know from rumour, of such accusations as the famous story of $2,000 expended on a Chancellor's Gown—a perfectly true story—only it does not happen to refer to our Toronto University. Toronto, in the luxury of its modern civilization, actually rejoices in three independent Universities—with a host of Colleges. And one of these did resolve on doing fitting honour to its Chancellor; and, entrusting his dignity to a Cambridge tailor, got out so magnificent a fac-simile of Prince Albert's Robes, that its Chancellor could not be persuaded to wear it till they had clipped off its superfluous tail! And this story—which little fits the homely official garb of our University Chancellor, an heir-loom of old King's College, now considerably the worse of wear—this story has been gravely retailed to you as one of the many proofs of University extravagance. It is a sample of the stories that have been hawked about the Country, accompanied with the cry of Papist and Infidel coupled with our names—in order to obtain those signatures which you have found appended to Petitions against us.‡ We may well welcome the sitting of this Committee, which now at length affords us an opportunity of repelling, with fitting scorn, some of the many slanders and falsehoods that have been bandied about against us. But let this example suffice. A few words are sufficient to give currency to a mis-statement which it takes many to disprove; and I should have to encroach on your forbearance not for hours, but days, were I to attempt to deal in detail with all the baseless charges that have been circulated against us.

In these remarks I have confined myself to a few leading points of fact, and to one important matter of opinion. The Vice-Chancellor of the University has already done for that Institution all that its friends can desire; and I shall leave to the President of University College to treat in like detail the specialities pertaining to the College, excepting in so far as the Committee may desire to question me on the subject.

I have only to say, we have absolutely nothing to conceal. We welcome this enquiry as a means of bringing to the test of proof a thousand blundering mis-statements and slanderous insinuations that have been circulated throughout the Province for months past, without the possibility of contradiction.* I rest confident in the assurance that the Committee will be satisfied by the Evidence produced on all the various charges,—and still more, by the inconsistencies, blunders, and contradictions which have marked the Statements in which they are made,—that they are entirely founded in error. The University and College have only now been furnished for the first time with the means of accomplishing the objects for whch they were established; and I rest in full confidence that the wisdom of the Legislature will permit them still, untrammelled, to carry out, with such means, the noble and patriotic objects already inaugurated by them, under many difficulties and impediments, to success.

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*It will be seen by Mr. C. F. Adams' Address, in the next Chapter, that the choice of Options is made in England on the advice of Tutors. Mr. Adams speaks strongly against immature youths being permitted to make choice of the "Elective Studies," or Options, of the Course.

†It ought also to be noted that the Honour Lectures are free to all the Students, and many of them are largely attended. Every encouragement is held out for them to do so.

‡This statement appears to have been made at a College Meeting in some part of the Province, but was not made by any of the Representatives of Victoria University.

QUEBEC, April 21st, 1860. DANIEL WILSON.

The Reverend W. H. Poole read certain Memoranda, which he requested to have recorded on the Minutes, which was ordered, and are as follows:—

On a minute investigation into the Records of the Senate of Toronto University for the years 1856, 1857, 1858 and 1859,

I find one hundred and twenty-nine Meetings; more than three-fourths of those Meetings were composed of Professors of University College, the Vice-Chancellor, and one, or two other Members resident in Toronto and connected with the Theological Schools located there, there being in very few instances, as the records show, any of those Members present who have resided out of Toronto. Doctor Ryerson is reported as being present at only thirty-two of these 129 Meetings during that time, and, in no instance, is his name associated as Mover, or Seconder, of those Resolutions involving increase of Salaries, or other Expenditures, such as was referred to in the Committee; except in two instances, neither of which had any direct bearing on the present Salaries; there being other Statutes and Resolutions recorded since that time upon which the present Salaries depend.

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*The following may suffice as a specimen of the manner in which charges of extravagance were sustained. Reverend Mr. Poole examined.—(Evidence, page 57):—

"Another source of extravagance may be seen in the number of persons employed in connection with that Establishment. Including the Reverend President, there are eleven Professors, and one Tutor, the Vice-Chancellor, the Bursar and his five Assistants, the Librarian and two Registrars, one for the University and another for the College, the Bedel, acting Bedel, Steward, Messenger, Porter, Bellringer, Labourers, Woodcutters, and other Servants, the Dean of residence and seven Servants employed about the premises. There are seven Persons connected with the Observatory, and in addition to all these, an attendant Servant is provided to wait on each of the following Professors, videlicet; Professor of Natural History, Professor of Natural Philosophy, and Professor of Chemistry—these latter Servants being required only thirty weeks in the year, although receiving a full year's Salary. Here are 45 persons regullarly Salaried, besides others occasionally employed,—the Salaries varying from $40 to $4,000 a year. If we include the 29 Examiners, we have more *paid officers* connected with the establishment than Undergraduates admitted to its Halls." [See Note below.]

Such is an example of the statements made use of to prejudice the Committee. Let us see what they are worth:—

The Bursar and his Assistants are appointed by the Government to manage certain Public Property, including not only the University Lands, but also the Lands and Endowments of Upper Canada College, and the Parliamentary Grants to the Magnetic Observatory. They may, not be too numerous, but the University has as little to do with their appointment, removal, or Salaries, as with those of the Crown Lands Department.

Of the seven Persons said to be connected with the Observatory, only one, the Director, receives one-third of his salary from the University Funds, as Professor of Meteorology. The others are all paid by the annual vote of Parliament for that purpose, and the University has no share in their appointment, duties, or Salaries. With the partial exception of Meteorology, the number of Chairs in University College remains as determined by the Act of 1853. But their Occupants are made to count double, first as Professors, and then as Examiners!"

In the same piece of Evidence, one of the Professors being also Dean, appears as two persons; and the College Tutor figures first as such, and then as Registrar. As to the Servants, one, for example, waits on the Professors of Chemistry, Natural Philosophy, and History, assists in the practical Laboratory, takes charge of the Philosophical Apparatus, etcetera. He therefore, counts for some four, or five, different Persons. The same is the case with other Servants. The Bedel, acting Bedel, and Steward are only three names for the same person. Porter, Bell-ringer, Labour, Wood-cutter, are in like manner the various duties of one, or two, multiplied into as many Persons. By such a process, a dozen men may count for a hundred!

But such gross misrepresentations,—which were not always replied to, from their notorious absurdity,—having once been affirmed, are repeated and quoted again and again as facts. Equally gross financial mis-statements are re-produced, and paraded as substantial and well established truths, merely because they have been once affirmed by Doctor Ryerson, Mr. Poole, or some other Witness, in the course of the protracted discussions.

NOTE.—Mr. Poole's evidence refers specifically to the number of salaries paid to different persons. *Editor.*)

The first of these Resolutions was moved by Doctor McCaul, and seconded by Doctor Ryerson on the 8th of December, 1856. It is found on page 393, Volume 2, (Appendix) and refers to the appointment of a superior Person from Europe to be Head Master of Upper Canada College.

Ten days after, on the 18th of December, 1856, the Senate record is as follows,—

Moved by Doctor Ryerson, seconded by Doctor Lillie;

That in reference to the Memorial of the Reverend Doctor McCaul, President and Professor of University College, referred to, by command of His Excellency, for the Report of the Senate thereon; this Senate is of opinion that Doctor McCaul is justly entitled to at least a Salary equal to the amount of the emoluments which he formerly enjoyed, and the Senate also recommends to His Excellency that some addition be made to the Salaries of the other Professors of University College, as a just compensation for their able services, and in consequences of the unprecedented dearness of living."

Prior to this, the Salary of the President had been lowered, in consequence of the changes made in the Law, and at this time it was $1,200 lower than it is now. In no other instance during those years is Doctor Ryerson's name associated with increased Salaries.

The present arrangement of Salaries was the result of the following Resolution moved in the Senate on the 19th of May, 1858.

The Vice-Chancellor, moved to take up the subject of the Salaries of Professors in University College, referred to the Senate by the Letter of the Provincial Secretary, read at the last Meeting, upon which Doctor Wilson withdrew.

Moved by the Vice-Chancellor, seconded by the Honourable Doctor James Patton, and read as follows:—

That in the opinion of the Senate it is not expedient to make any permanent increase to the Salaries of the Professors in University College, but they would recommend that the stipends attached to the following Professorships, videlicet, Greek and Latin, with Logic and Rhetoric, Metaphysics and Ethics, Chemistry and Experimental Philosophy, Natural Philosophy, History and English Literature, Natural History, Mineralogy and Geology, and Modern Languages, should be fixed at $2,000 per annum, with an increase of $200 per annum, after five years from the date of their Commission, and further an increase $200 per annum for every subsequent term of five years."

It was also recommended that the salary of the President, as such, be $1,400 per annum, and that the office of Vice-President be filled up with a salary of $400.

From this Resolution, it appears that the Senate does make recommendations to Government, respecting the Salary of the Professors of University College. And that the present large Salaries were recommended two years after the Resolution above referred to.

I remark also that, on the 2nd of February, 1857, a Memorial was read from the Toronto School of Medicine, requesting the Senate to modify the subjects of Examinations for Matriculation in Medicine.

I find also that on the 11th of February, the Vice-Chancellor gave notice that he would introduce a Statute to determine the duties and emoluments of the Principal of Upper Canada College, for the year 1857; and, on the 18th of February, the Vice-Chancellor moved, seconded by Doctor Willis, a Statute relating to the Fees and Salaries in Upper Canada College.

On the 4th of March, 1857, the Vice-Chancellor introduced a Statute relating to Matriculation, which was read.

The Yeas being—Vice-Chancellor, Doctor Lillie, Doctor Barrett, Professor Croft, Chairman Mr. Adam Wilson and the Reverend John Jennings—6.

Nays—Doctor McCaul, Doctor Ryerson, Doctor Willis, the Honourable James Patton, and the Honourable Oliver Mowat.—6.

There are several records of Resolutions, or Statutes, relating to Scholarships, Prizes and other items of outlay, moved from time to time, by the Vice-Chancellor, and seconded by other Members of the Senate, but Doctor Ryerson's name does not appear as connected therewith.

It is to be regretted that the original Drafts of Statutes and Resolutions were not laid before the Committee, as a still further refutation of the unjust imputations against him (Doctor Ryerson) made before the Committee.

The Reverend S. S. Nelles was further examined.

Questions submitted by the Reverend Doctor Ryerson, and put by the Chairman.

Question 409.—Were you present when the subject of establishing Scholarships was first discussed in the Senate of the Toronto University? And did Doctor Ryerson oppose the appropriation of the sum proposed for the establishment of Scholarships? And did he not contend that any sum allowed for Scholarships should be for the assistance and encouragement of poor young men?—I was present, and as to what took place, I put in the following as Evidence:—

Extract from Minutes of the Senate of the University of Toronto, 15th March, 1854.

"Mr. Langton, seconded by Mr. Justice Draper, moved that all Scholarships for Under-graduates shall be of the same amount, videlicet, £30, and that there shall be fifteen annually.

"That no Student shall hold more than one Scholarship in any one year.

"That there shall be eight Scholarships annually for Graduates, to be held for two years, after taking the Degree of B. A., of the value of £50 each.

"That there shall be two Exhibitions of the value of £15 each, in every year, which shall be awarded to Students who would have been entitled to Scholarships, but are not, or do not propose to be resident in any Affiliated College.

"Doctor Workman, seconded by the Reverend Mr. Nelles, moved in amendment, That the further consideration of the subject of Scholarships be deferred until the information alluded to in the Notice of Motion, given to-day by the Mover, be placed before the Senate, which amendment was lost.

"The Reverend Doctor Ryerson, seconded by the Reverend Mr. Nelles, moved in amendment, That a sum, not exceeding £1,000 per annum, be expended for the establishment of Scholarships in the University. That these Scholarships be established for the purpose of assisting (as far as possible) with pecuniary aid deserving youth whose Parents may be unable to meet the expense necessarily attendant upon a University Education. Which amendment was lost.

"The original Resolutions, as proposed by Mr. Langton, and seconded by the Honourable Mr. Justice Draper, were then respectively put and carried.

"Mr. Langton, seconded by the Vice-Chancellor, moved That there shall be, in every year, two Scholarships for general proficiency; one for Honours and one for Pass subjects, such Scholarships to be awarded according to the collective standing of the Candidates in all the subjects of that year. Which motion was carried.

Extract from Minutes of the Senate of the University of Toronto, 17th March, 1854.

"Mr. Langton gave notice that he would, to-morrow, move a series of Resolutions respecting the manner of conducting the Examinations and awarding Scholarships, Honours and Prizes."

I find, from the Minutes of the Senate Meeting, on the 18th of March, that Mr. Langton, seconded by Doctor Ryerson, moved the Resolutions referred to in the above notice, and these are the Resolutions cited by the Honourable George Brown, in his Cross-examination of Doctor Ryerson, Question 246.

On reading the Resolutions, it will be found that they are not Resolutions for establishing Scholarships and appropriating the necessary money, but for "awarding" Scholarships already established, that is, the distribution of them, and for "conducting the Examinations," this being the object expressly stated in Mr. Langton's previous Notice of Motion. No amount of money is specified in the Resolutions, and for the simple reason that £2,720 had been previously set apart, in the Resolutions moved by Mr. Langton, on the 15th March, three days previous. Those previous Resolutions, both Doctor Ryerson and Mr. Nelles opposed, as appears from the Minutes, which I have quoted.

Mr. Langton and others, having succeeded in creating Scholarships to the extent of £2,720, Doctor Ryerson and others, in the minority, endeavoured to secure as fair and beneficial a distribution of the money (of these Scholarships) as possible.

Question 410.—Did Doctor Ryerson not oppose the Optional System of Studies in the University, when it was proposed,—that is, the system of having separate Optional subjects of study for Candidates for Honours, or exempting them from subjects of study required of Pass-men, or ordinary Students? And did Doctor Ryerson contend that all Students should be equally required to pursue the same Curriculum of Studies, and that no Options should be allowed to Candidates for Honours which were not allowed to all other Students; that distinctions and Honours should be conferred upon those who excelled in the work required of all; and that if any Candidates for Honours, pursued other subjects than those prescribed in the Regular Course, they should take such subjects as extras, and not as Options, to the neglect of subjects required of all other Students?—I cannot speak positively on this subject now, after so long a time has passed, but I believe that Doctor Ryerson contended in the Senate, for encouragement to general proficiency rather than special attainments. In support of this opinion, I beg to put in as evidence the following extract from the Minutes of the Senate, on the 18th of March, 1854, consisting of a Resolution which was passed by the Senate, just before the other Resolutions referred to by Mr. George Brown, in Question 246:—

"Mr. Langton, seconded by Dr. Ryerson, moved, That there shall not be a different Examination for passing, and for Honours at the Annual Examinations, and that any subjects specified as essential, or optional, under necessary restrictions, shall be essential, or optional, to all alike."

"Which motion was carried."

The following is the Reverend Doctor Ryerson's Reply to the statement contained in the Questions of the Honourable George Brown:—

In appearing before you again, I beg to observe that I sustain a two-fold relation to the public; first, as a Member of a Religious Community; secondly, as the Head of the Department of Public Instruction of Upper Canada. In the former capacity, my freedom of action and discretion has never, in the slightest degree, been interfered with by Government during the fifteen years of my occupancy of my present Office. In the latter capacity, I came to Quebec, and could the Government have decided, as soon as I had solicited and expected, upon the School matters which it was my duty to submit to their consideration, I should have left Quebec before this Committee commenced its sittings, and thus have avoided appearing before you. But having been summoned and brought here against my will, and against my previous intentions, I felt it my duty to the great interests involved in your investigations, when thus compelled to appear as a Witness, to state, without reserve, my convictions and views, on the whole question, please, or offend whom it might.

I think it proper, also, to correct a Statement which has appeared in some of the public papers to the effect, that expressions of disapprobation had been conveyed to me from high authority as to my course of proceeding in this question. I feel it my duty to the Government to state—and I state it here, in the presence of the Honourabe Attorney General for Upper Canada,—that from no Official quarter, high or low, has any opinion, or sentiment, been conveyed to me, by Letter, or verbally, directly or indirectly, as to any part I have taken in regard to the important subject of your inquiries. I know not the opinion of any Member of the Government respecting this great Question; but I believe its Members have desired a fair and full investigation of it, and they have certainly left me as free as any other individual to communicate such information as I possessed, and to express my own convictions and views. I have done so to the best of my knowledge and belief.

In regard to questions relating to numerous Meetings of the Senate of the University, and to a great variety of occurrences during a period of eight years, and respecting which I had no means, or opportunity, of refreshing my memory, by referring to the Journals, it is scarcely possible that I should have a minute, or accurate, recollection. Persons much younger, and with vastly less duties and cares than myself, are seldom, if ever, expected to remember every one of the scores of Meetings which they may have attended, and every thing which may have been done at each of such Meetings. Yet, such has been the vigilance and ingenuity with which the Minutes of the Senate of the Toronto University have been searched, during a period of seven years, and Questions framed containing base insinuations and false statement, have been put to me, in order to entrap and impugn me, that I might have declined answering any of those Questions, as the parties on the other side have habitually done, until I had the Questions before me, for at least twenty-four hours' enquiry and consideration; but I thought it best to answer, as I usually do, according to the recollections and impressions of the moment; and I am surprised, on since looking over the Documents and Records relating to the subjects of the Questions, that I made so few mistakes, and was, upon the whole, so accurate in my answers.

I have found myself mistaken in two particulars; and I avail myself of the first opportunity to correct the two mistakes which I made. In answer to Questions 255 and 258, I stated what had occurred to me at the moment as to what has been allowed Mr. Hodgins, (Deputy Superintendent of Education for Upper Canada), for special services, in addition to his ordinary salary. On turning to the Official Accounts, (to which I might have contented myself with referring), I find that while I was correct as to his Salary, I was mistaken as to the sum allowed him for editing the *Journal of Education, Upper Canada*—it being £100 instead of £50, or rather £75,—as in former years,—when I was able to do part of the work of editing it, and for which I never received a farthing. Indeed I edited and published it five years without a penny's expense to the public revenue, paying myself what was wanting in subscriptions to defray the expenses of paper and printing, and allowing Mr. Hodgins £75 for his services. I at length determined to discontinue it, if provision were not made to furnish it gratuitously to all local School Authorities. In 1853, a sum not exceeding £450 per annum was granted for that purpose—the expense of editing it included, as well as the expense of printing, addressing, etcetera, nearly 4,000 copies per month; while the corresponding sum for editing the *Journal of Education* for Lower Canada is paid out of the Public Revenue. Mr. Hodgins has also been allowed by the Council of Public Instruction, as its Secretary, the small sum of £25 per annum, the ordinary duties of which are similar to those of the Registrar of the Senate of the Toronto University; but, in addition to which, Mr. Hodgins kept all the Accounts connected with the erection of the New Normal and Model School Buildings; and he still oversees everything connected with their repairs and all the Expenditures ordered by the Council of Public Instruction. During the last three years, Mr. Hodgins, in addition to his ordinary duties, prepared a valuable School Manual, containing not only the School Acts, Forms and Regulations, but numerous explanatory notes, and a collection of the Decisions which have been made by the Department and the Superior Courts on various School Matters since 1850. He has prepared a General Catalogue of Books for the Public School Libraries in Upper Canada,—a work of much labour, consisting of upwards of 250 closely printed octavo pages. He has also prepared a valuable publication, entitled The School House: its Architecture, Arrangements and Discipline, with additional Papers on various subjects. This Book includes Engraving of plans of School Houses, School Furniture, Apparatus, etcetera, and extends to upwards of 200 pages royal octavo. For each of these three publications, I thought he was entitled to some remuneration, but before venturing to decide upon it, I showed the Pamphlets, or Books, themselves to the Honourables Attorney and Inspector Generals at Toronto; and I here lay them before the Committee.

Now, for extra work in preparing School Maps, etcetera, in 1857, Mr. Hodgins was allowed £62 10s.; and in 1859, £34. For preparing the School Manual, he was allowed £25; and for preparing these two Books, (the General Catalogue, etcetera, and the School House, etcetera,) he was allowed £18 15s. I have no doubt that had this extra work been done by those impugning me, it would have cost many times as much. I take this occasion to add, that Mr. Hodgins, (having been a Student in Victoria College when I was connected with it,) went at his own expense from Canada to Dublin in 1845, on my recommendation, and, according to an arrangement I had made with the Resident Commissioner of the National Board of Education in Ireland, and remained there a year at his own expense, until he made himself thoroughly acquainted with the details and whole mode of proceeding in each of the seven branches of the great Educational Office in Dublin, and brought back a strong Testimonial from the Board, as to the diligence and success with which he had thus specially qualified himself for duties which he has since discharged with so much credit to himself, and benefit to the Country. I have never known a more able and efficient Department Officer,—getting through an immense deal of work himself, and knowing how to see that every subordinate Officer thoroughly attends to his duties, and yet out of Office hours pursuing studies and labours that seem to be sufficient of themselves to require all the time and energies of an ordinary man. All that has been paid to any Person in my Department, as well as the minutest details of expenditure, will be found in the Public Accounts, and in my Annual Reports; and the manner in which I have accounted for every farthing received, may challenge comparison with that adopted in any other branch of the Public Service.

A second mistake made by me in a former examination, is contained in my Answer to Question 200, when the discussions took place between Chancellor Blake, Mr. Langton and myself, which influenced me not to attend the Meetings as I had previously done. I said,—"I do not recollect. It was before Mr. Blake resigned. I think that took place the latter end of 1854. I sometimes attended the Senate Meetings after his resignation." On turning to the Records, I find that Mr. Blake did not resign until 1856; and the Meeting to which I referred, (and which I ascertained by finding the name of the Roman Catholic Vicar-General McDonnell of Kingston, the only time he ever was present), took place the 28th of April, 1856, and the discussion arose out of a Motion made by Mr. Langton to restore the Faculties of Law and Medicine in Toronto University. The discussion on that proposition was very warm, and in the course of which Chancellor Blake and Mr. Langton made remarks which gave me great pain. The proposition was voted against by the Honourable David Christie, myself and one or two others; and out of 37 Senate Meetings held after that in 1856, the Records show that I attended only 4; out of 25 Senate Meetings held in 1857, I attended 9; and out of 31, held in 1858, I attended 7; and out of 21, held in 1859, I was present at but two of them, [that is, out of 114 Meetings, I attended but 22.]

I now beg the attention of the Committee to the Statements expressed, or implied, in Mr. George Brown's Questions. I refer first to Question 219, in which I am made responsible for raising the Salary of the Principal of Upper Canada College to $2,400, besides Residence and Fees; whereas the Records show that the present Principal was not appointed until March, 1857, while the Resolution fixing the Salary of the Principal of Upper Canada College was passed on the 8th of December, 1856, and was passed in consequence of Correspondence laid before the Senate which had taken place between His Excellency Sir Edmund Head, and a Mr. Butler, and afterwards a Mr. Stephens—both Classical Honour Men of Oxford University, and with a view to secure the services of the latter from England and also that it was adopted unanimously by the Senate.

By Questions 224 and 225, I am represented as the sole Author of the Pension paid to the Reverend George Maynard; whereas the Records show that I never moved a Resolution on the subject at all; that in every instance his case was brought before the Senate by others, and not by me, although whenever I was present I advocated his claim, as he had taught diligently and efficiently for upwards of twenty years as Mathematical Master in Upper Canada College, up to the time when differences commenced between Mr. Barron and him. The Senate, after holding some forty Meetings, and examining upwards of 90 Witnesses, on those differences and matters arising out of them, stated the impossibility of Mr. Barron and Mr. Maynard acting together, condemned the conduct of both, and recommended that under the circumstances Mr. Maynard be removed, but that he be allowed "a small annuity" for his long services. In accordance with this recommendation, I acted whenever Mr. Maynard's case came before the Senate, in concert with the Honourable James Patton, Reverends Doctors Willis and Jennings, and Doctor Hayes. It may be observed that the Salary of the Principal of the Upper Canada College, as also the allowances to Messieurs Barron and Maynard, are paid out of the Funds of Upper Canada College, and have no connexion whatever with the Toronto University Expenditures.

In regard to the charges contained in Questions 214 and 215, that I moved a Resolution December 8th, 1856, recommending that Doctor McCaul's Salary should be made equal to the emoluments he formerly enjoyed, that Resolution could never be supposed to fix his present salary. Nor could a recommendation to grant some increase of salary to the Professors at that time, ever justify the charge that the Authors of such a recommendation have fixed the Salaries of the Professors at their present rate. Whether the Salaries of the President and Professors of the Toronto University College are too high, or not, the parties who joined in the recommendation of 8th December, 1856, are not entitled to either the praise, or blame, of it. But every Member of the Senate must be influenced more or less in matters affecting the individual interests of some of its own Members. It arises from the very nature of the relations subsisting between Colleagues of the same Board, or Senate. The nature and extent of that influence can be easily conceived. I do not think it is just, or proper, that the responsibility of any such matters should be imposed upon private individuals in regard to their own Colleagues; nor can I conceive it wise, or proper, in any circumstances, that men should be Members of a Body that is to decide upon their own Salaries and Emoluments. That, in a Senate whose legal quorum is five, there should be six persons whose Salaries and Emoluments are determined by the Statute, or recommendations, of that Senate, is an anomaly which ought not to exist; and that that fact must have greatly influenced the Senate in determining their Salaries and Emoluments is as plain as day, though each individual concerned might have retired during the moment his own salary and emoluments were being decided upon. But whether those Salaries and Emoluments are too large, I, at least, have expressed no opinion; much less in regard to the remuneration allowed to the Registrar, and two Servants in Upper Canada College. Those Servants were almost starved, while the higher Officers were largely paid.

But the question of Salaries, incidentally alluded to by the Petitioners, and forming a small item of Expenditure, has been seized upon by their opponents from day to day, as if it were the chief grounds of dispute. This attempt to divert attention from the great principles and issues of the question to an incidental circumstance, making literally no defense on the real grounds of complaint under the head of extravagant Expenditures,—is worthy of the cause for which it is made, and cannot be misunderstood by any intelligent person. But it will be seen by the Evidence of the Reverend Mr. Poole, who has searched the Journals of the University Senate, that the Salaries and Emoluments of the Officers of both Upper Canada College and University College, as now existing, have been determined by proceedings in which I have taken no part whatever.

I beg next to direct attention to Questions 234 and 235, in which Mr. George Brown charges me with having aided to establish in University College the very system of Options now existing. I shall have occasion at another time, to refer to the general question of Options, and to show how very different is the present System of Options, (or choosing of Studies by Students at their pleasure),* from that which existed in 1854. I will only at present make two remarks: 1st. As the standard of Matriculation, (even by the admission of Mr. Langton in his Memorial to the Legislature,) was at least one year higher in 1854 than it is now, and as no Options were allowed until the end of the first year, the period at which they are now allowed, almost without limit, the whole Optional System is one year lower now than it was in 1854, and is, therefore, a very different System. 2nd. By the Resolution of the Senate,—moved by Mr. Langton and seconded by myself, March 18, 1854,—it was ordered that there should be but one examination for all Students, whether Candidates for Honours, or not; that the same Examination Papers should be given to all, each Student answering as many of the questions as he could, and getting credit accordingly; and that the Options allowed to one class of Students should be allowed equally for all. At the present time, there are separate Examinations, and different subjects of Examination, for Candidates for Honours from ordinary Students; and various Options are allowed to the former, which are not permitted to the latter class of Students; and several Options are permitted now which were not allowed at all in 1854. The present System of Options is not only thus essentially different from what it was in 1854, but the effect is not only to reduce the standard of University Education, to destroy its harmony and efficiency, but to create injurious distinctions among the Students.

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*This is a mode of Students, deciding upon Options which General Charles Francis Adams, (of fifty years' standing and experience in Harvard University), in the next Chapter of this Volume, very strongly deprecates. He holds that immature Students should have no such privilege, but that, as in England, the matter should be under the guidance of the Tutors, or, in this Country, under the direction of the Professor, or some experienced Counsellor.

In Question 263, Mr. George Brown asked me—"Is it true that you have sought to have Toronto University brought under your control as a branch of your Department, and that the educated men of the University have indignantly scouted your interference in Classical and Scientific Education as totally beyond your sphere?" The origin and promptings of this Question are transparent. The conclusion of my answer was—"The insinuation is without foundation, and the very reverse of truth." To show the malicious falsity of the Statement contained in the Question, and that I declined any control in University matters, as also the Emoluments of the Vice-Chancellorship, I will read two notes,—the one addressed a day, or two, since to the Honourable David Christie, and the other his reply; they are as follows:

"It having been stated the other day in the University Committee of the Legislative Assembly that I had sought to get control of the University, I beg permission to ask you if, a short time before Mr. Langton's election by the Senate as Vice-Chancellor of the University, you did not, in behalf of yourself and certain other Members of the Senate, propose to me my election to that Office, and if I did not decline the high honour and important trust you proposed to confer upon me.

QUEBEC, April 16th, 1860. EGERTON RYERSON."

REPLY:—"I regret that the proposal which was made to elect you to the Vice-Chancellorship of the University of Toronto should have been construed as a proof of your desire to control the University. The Gentlemen who made the proposal supposed that the Office in question might, with great propriety, be filled by the Head of the Educational Department in Upper Canada. You declined to accept the position, and there the matter ended.

QUEBEC, 19th April, 1860. DAVID CHRISTIE."

In Question 250, I am represented by Mr. George Brown, as having "proposed to the Senate the establishment of ten additional Scholarships of $200 each,—or, in all, $2,000 per annum." The Letter which I happened to have with me, and which I put in Evidence, shows, that what I proposed, was ten Exhibitions "for Masterships of Grammar Schools,—each to be of the value of £50, and to be tenable for one year only;" the competition for those Exhibitions to be confined to Masters of Grammar Schools, who had taught a Common School, who had attended the Normal School one Session, who had prepared for College at the Model Grammar School, who had been recommended by the Council of Public Instruction, and who should engage to teach a Grammar School in Upper Canada, three or four years, and provide security for the fulfilment of this promise, or refund the amount of the Scholarship with interest. Such were the conditions and objects of the competition; and then the competitors were to go before the Examiners of the University, which was to decide the standard of the Examination, and afterwards remain and pursue Callegiate studies in University College, one year. the proposal was rejected; the desired encouragement to intelligent and enterprising Common School Teachers was witheld; my hope of providing regularly trained Masters for the Grammar Schools, was disappointed; and I am now represented as having endeavoured to establish ordinary Scholarships to the amount of $2,000 per annum!*

I now address myself to one of the most audacious impositions ever practised upon a Committee of the Legislative Assembly, as well as a most barefaced attempt to misrepresent and impugn me. By Questions 245 and 248 I am charged with having, in 1854, supported and reported in favour of establishing Scholarships, involving an Annual Expenditure of $12,000. My answer was, that I opposed it. And then, to convict me of falsehood, and to prove that I supported what I declared I had opposed, Mr. George Brown puts the following questions:—

"*Question* 246.—Did you, on the 18th of March, 1854, second the following Resolutions:

"1st. That there should be fifteen Scholarships open to competition at the Matriculation of each of the three succeeding Annual Examinations in Arts, each to be held for one year?

"2nd. At the Matriculation ten Scholarships should be appropriated to those who held the highest places in general classes, and five to those Students who have most distinguished themselves on the following special subjects. videlicet: Two for Mathematics, two for Classics, and one for Modern Languages.

"3rd. At the first year's Examination seven Scholarships shall be appropriated to those who hold the highest places in the general classes, and eight in the following subjects, videlicet: Two in Classics, two in Natural Sciences, and two in Modern Languages.

"4th. At the two following Annual Examinations five Scholarships shall be appropriated to the highest in the general classes, and ten to those who have most distinguished themselves, etcetera.

"*Answer*. I cannot recollect. I know the subject of such Scholarships was discussed.

Question 247.—Were these Resolutions referred to a Committee of yourself, Doctor Willis, Doctor Taylor, and Mr. Barron?—It is possible; I do not recollect."

When Mr. George Brown put these Questions, I had no recollection whatever of having placed my views on record respecting the creation of Scholarships to the amount of £3,000 per annum, although I recollected having opposed it, and that I had advocated Scholarships for the assistance of poor young men. But on turning to the Minutes of the Senate's proceedings, I find that the Resolutions quoted by Mr. George Brown had no relation to the creation of Scholarships, but to the manner of distributing Scholarships already created, and the creation of which I had opposed.

The Resolutions creating Scholarships were proposed by Mr. Langton, on the 15th of March, 1854, three days before the introduction of the Resolutions quoted by Mr. George Brown. An attempt was made to get them postponed, until a return of the number of Students in University College should be laid before the Senate. That motion having failed, I moved an amendment to Mr. Langton's Resolutions on Scholarships. The following is an extract from the Minutes of the Senate, March 15, 1854, recording the proceedings referred to:—

Mr. Langton, seconded by Mr. Justice Draper, moved,

"1. That all Scholarships for Undergraduates, shall be of the same amount, videlicet: £30 each, and that there shall be 15 annually.

"That no Student shall hold more than one Scholarship in any one year.

"3. That there shall be eight Scholarships annually for Graduates, to be held for two years, after taking the Degree of B.A., of the value of £50 each.

"4. That there shall be two Exhibitions of the value of £15 each, in every year which shall be awarded to Students who would have been entitled to Scholarships, but are not, or do not propose to be, resident in any Affiliated College.

"Doctor Workman, seconded by Mr. Nelles, moved in amendment (to the above), "That the further consideration of the subject of Scholarships be deferred until the information alluded to in the Notice of Motion, (for the return of Students attending University College), given to day by the mover, (Doctor Workman), be placed before the Senate. Which amendment was lost.

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*This proposal to the Senate, in a Letter to the Chancellor, will be found on page 147 of this Chapter.

"The Reverend Doctor Ryerson, seconded by the Reverend Mr. Nelles, moved in amendment, That a sum not exceeding £1,000 per annum, be expended for the establishment of Scholarships in the University. That these Scholarships be established for the purpose of assisting (as far as possible), with pecuniary aid, deserving youth, whose Parents may be unable to meet the expense necessarily attendant upon a University Education. Which amendment was lost.

"The original Resolutions, as proposed by Mr. Langton, and seconded by the Honourable Mr. Justice Draper, were then respectively put and carried."

Now, Sir, in the face of these proceedings, recorded on the Official Minutes of the Senate, within three pages of where Mr. George Brown quotes the Resolutions contained in his Question, 246, (above cited), he represents me as having supported the establishment of Scholarships, involving an expenditure of $12,000 per annum! His Questions also assert that the Scholarships which I aided in establishing were the same as those now established. The above amendment, moved by me, shows that while I opposed the appropriation of more than £1,000 for Scholarships, I proposed to confine the competition for such Scholarships to poor young men. The Resolutions quoted by Mr. George Brown, specify not the creation, but the awarding, or distribution of the Scholarships previously created. They show the preference given to general proficiency, ten out of the fifteen Scholarships at Matriculation to be given to those who held the highest places in general classes; seven out of the first year, and five for each of the two following years, also for general proficiency; whereas, according to the present system, only one Scholarship is given for general proficiency the first year, and none for any one of the following years, and none for poor young men; they always competing at a disadvantage, as rich men are able to employ private Tutors for their Sons. The Reverend Mr. Nelles, in his Evidence, in answer to Question 409, quotes the proceedings of the Senate, and shows how contrary to the Records themselves, are the statements contained in Mr. George Brown's questions. As well might Mr. Dorion be charged with having voted to divide Montreal into three electoral Districts, because, when a Bill, which he had opposed, was passed to make such a division, he wished to render it as consistent with his own views as possible. I opposed the creation of Scholarships as proposed, and when they were established, I sought to make the distribution of them as just and beneficial as possible, according to my views. Such false quotations from the Official Minutes of the Senate, in order to implicate me, are of a piece with the seven forged quotations made by the "Editor-in-chief" of *The Globe*, which I exposed last year, and to which he has never attempted any reply.

QUEBEC, April 23rd, 1860. EGERTON RYERSON.

The Reverend Doctor Ryerson further examined.

Question submitted by Professor Wilson, and put by the Chairman.

Question 411.—You stated to the Committee, that if the Committee would order the proceedings of the Senate to be laid before them, and mark who were present, and what was done at each Meeting, they would see how the system has been worked, and how parties connected with the University and Upper Canada Colleges had directed as to Expenditure, Studies, Scholarships, etcetera. The Minutes will show that all these Expenditures have been directed by a family compact of Gentlemen receiving their Salaries from the University and Upper Canada College Endowments. Doctor Ryerson has the Minutes before him; will he specify in detail, the facts to which he refers, seeing that no Professors, except Doctor McCaul, had a seat at the Senate, before the 2nd February, 1857?—I refer to the Minutes.

April 23rd, 1860. Mr. John Langton, Vice-Chancellor, and Professor Wilson appeared and informed the Committee, that they had, on the part of the University of Toronto, closed their case of replies.

Mr. John Langton was further examined.

Questions submitted by the Reverend W. H. Poole, and put by the Chairman.

Question 412.—Was there no extravagance in spending $297,754.87 on the New Building?—I do not think the Expenditure on the Building was beyond the requirements of the University.

Question 413.—Was it not extravagant outlay to send to France for stone for that Building?—I do not think the use of Caen stone in that Building was more extravagant than the frequent use of the same stone in other Public Buildings, in the small quantity in which is was used.

Question 414.—Has not the system of warming the New Buildings proved to be extravagant, when the Bursar reports that it cost in 1859, $1,824.84 for fuel?—I do not think that the system of warming the New Building has yet been sufficiently tried, and it has not been taken off the hands of the Contractor. And other Public Buildings which are warmed in the same way, as the Rossin House of Toronto, are not found to cost more than other means of warming.

Question 415.—Has there not been an unnecessary outlay on the Grounds?—I do not think there was. It was necessary to provide an approach to the Building, and there has been no outlay upon the Grounds, except making the necessary Roads up to the Building, and a Bridge across the Ravine.

Question 416.—Could not the efficiency of the Institution be maintained by a less number of Professors?—I do not think that it could, with the exception of two Professorships. I do not think, as I have stated in my evidence, that a Professor of Agriculture is necessary, and I do not think a Professor of Meteorology is necessary, except in connection with the Observatory.

Question 417.—Is the Professor of Oriental Literature and Hebrew necessary for a non-Theological Institution?—I think that the study of the Hebrew Language belongs more peculiarly to the Faculty of Divinity. But the Oriental Languages, as included in our course, comprise more than Hebrew, and I am not aware of any University which does not provide for the study of Oriental Languages.

Question 418.—By the Honourable Attorney General Macdonald.—As office in India is conferred on competitive Examination, is it not desirable that Canadian Youth should have an opportunity to compete for Office by the study of Arabic, Persian, and the several Indian languages, and is it not desirable that the study of those Languages should be encouraged by the University?—I think that it might be desirable to extend the study of existing Oriental languages, as suggested by the Question. But our course relates more peculiarly to extinct Oriental Languages which, although a useful preparation for the study of modern ones, would not altogether meet the views expressed in the Question.

Question submitted by the Reverend Mr. Poole, and put by the Chairman.

Question 419.—Is there any real necessity for so many salaried Servants connected with the Establishment?—I know very little of the duties of the Servants in the College. In the University we have only a Messenger. [See Note to page 237 herewith.]

Question 420.—Would not fewer than seven persons, including the Professor of Meteorology, be sufficient to take charge of the Observatory?—I am not aware how many Persons there are in charge of the Observatory, but I think the question states the number erroneously. I do not believe that the Staff there is at all beyond what is absolutely necessary to carry on the Observations. I have stated in my evidence in chief that, although it is desirable that the Observatory should be kept up, I do not think it ought to be a charge on the University Funds. I think it ought to be maintained by the Province.

Question 421.—Is it not extravagant to spend $9,044 in the Bursar's Office, as reported in 1857?—It has always appeared to me that the expenses of the Bursar's Office are large, but I have very few opportunities of judging of the matter, and no means of suggesting any alteration.

Question 422.—Are not the items called Incidentals, as reported in 1857, one of $1,510, the other $3,571, indications of extravagance?—The first sum named is part of the expenses of the Bursar's Office, of which I know very little, and over which I have no control. As to the second sum, as stated in the Bursar's Evidence, a large portion related to matters entirely foreign to the Educational department of the University, which is all that I am connected with, such as £150 to the heirs of the late Professor in Medicine, ordered by the Government, and considerable expenses for surveying and reporting upon the Landed Property of the University. That portion of the Incidental expenses under the control of the University authorities, I do not think has been excessive.

Question 423.—Does not the Senate control the Bursar's Office and recommend those expenditures?—The Senate has nothing at all to do with the Bursar's Office, and never recommended any of those Expenditures.

Question 424.—The Stationery Account of 1857, is reported by the Bursar as amounting to $2,394 6 cts. Is not that extravagant?—The expense for Stationery and Printing has been very heavy, and was necessarily so at the first commencement of the University. It has been already very much reduced, and, by arrangements which I made with the University Printer last year, it will be still further reduced.

Question 425.—By the Honourable William Cayley.—Referring to the Question put to you by Mr. Poole, relating to the two Incidental expenses, do you understand them as both chargeable especially against the Bursar's Office?—Certainly not. The first is the only one chargeable against the Bursar's Office.

Question submitted by Mr. Poole, and put by the Chairman.

Question 426.—Does not part of those Expenses belong to the Bursar's Office?—The first item of incidentals, amounting to £373, relates exclusively to the Bursar's Office.

Question 427.—The Bursar reports for 1859 an expenditure of $6,013 for Scholarships and $950.90 the same year for Prizes and Medals. Is not that extravagant?—With regard to the Scholarships, in my Evidence in chief I have clearly shewn that the expenses in the University of Toronto are not greater for Scholarships than in most similar Institutions. And, as we may expect, the number of Students to increase annually, I do not think the present appropriation for Scholarships at all excessive. As to that portion of the other item for Medals and Prizes which is under the control of the University, I do not think the Expenditure excessive. With that portion under the control of the College, I have nothing to do.

Question 428.—Was not the amount of $3,560, paid to certain Commissioners, on examination of certain charges: videlicet, Miles and Brily, W. Coffin and F. Daniels an extravagant outlay?—The amount was ordered to be paid by the Government, who, I presume, are the best judges whether the remuneration was excessive, or otherwise.

Question 429.—Was it not extravagance to give 50 Honours, Scholarships and Prizes to Mr. T. Moss?—I am not aware of the amount of Scholarships and Prizes given to Mr. T. Moss. But I will say this for Mr. Moss, that a more distinguished young man never appeared in any University, or one who attended to his studies and distinguished himself in all the departments more than he did.

Question 430.—Are they not so stated in the Calendar of 1858 and 1859?—I do not know. I am not in the habit of reading the Calendar, which is not published by the University.

Question 431.—Was it not an extravagant outlay to spend $1,580 in celebrating the Laying of the Top Stone of the New Building, as stated in the Bursar's Statement?—I believe it is customary upon the inauguration of any large Public Building, to have a public celebration. I know there was a public celebration on the occasion of laying the first stone of the Laval University, and also at the installation of the Normal Schools of Lower Canada, and I think it was a very proper thing to have such a celebration at

Toronto. I do not think, under the circumstances, the cost of that celebration was too great, considering the importance of the Institution which was then opened, and that His Excellency was taking an active part in the ceremony.

Question 432.—Is it not extravagant to lay out $5,676.86 on Furniture for the Boarding Hall, in connection with University College, as stated in Bursar's Report?—With regard to the outfit of University College, I have no means of knowing what these items were for. But I conceive, if a large Building of that kind has to be furnished, and apartments for 50 or 60 Students supplied with Furniture, Bedding, Grates, etcetera, it could not be done properly for much less.

Question 433.—What prospect do you see for that Hall to pay its way, now that is is furnished?—As I stated before, I have no means of controlling the expenditure of University College, but I am aware that the Authorities of that College intend that the Board Fees of the Students shall pay the entire expense of Boarding. If the rate as at present fixed, is found to be insufficient, then they will raise the rate.

Question 434.—How many Boarders were attending there last year?—I am not prepared to give the number. I refer to Professor Wilson.

Question 435.—Will you please read for the Committee the Resolution passed in the Senate respecting the Salaries of the Professors, as recorded in the Minute Book on the 19th of May, 1858, page 455?

"The Vice-Chancellor, seconded by Mr. Patton, moved, That in the opinion of the Senate, it is not expedient to make any permanent increase in the Salaries of the Professors in University College. But they would recommend that the Stipend attached to the following Professorships, videlicet, Greek and Latin, with Logic and Rhetoric, Metaphysics and Ethics, Chemistry and Experimental Philosophy, Natural Philosophy, History and English Literature, Natural History, Mineralogy and Geology, and Modern Languages, should be fixed at Five hundred Pounds per annum, with an increase of Fifty Pounds per annum after five years from the dates of their commissions, and a further increase of Fifty Pounds per annum after every subsequent term of five years.

"The salaries, as recommended, should cover all present allowances for House Rent.

"The Senate would also recommend that the Salary of the President, as such, be Three Hundred and Fifty Pounds per annum, and that the office of Vice-President be filled up with a salary of One Hundred Pounds.

"Which motion was carried."

Question 436.—When was that Resolution sanctioned by His Excellency?—About a week, or two, afterwards, with a modification.

Question 437.—What was the modification?—That the limit of the increase should be £650, an amount which could not have been exceeded by the original Resolution, except in the case of a person of over twenty years' service in the University.

Question 438.—Is that the Resolution upon which the Salaries of the Professors are now regulated?—It is. I wish to explain that the Salaries are not decided by this Resolution, but that this Resolution was passed in answer to a reference from His Excellency, asking advice from the Senate. The Salaries are determined by the Order-in-Council.

Question 439.—How long before the passing of that Resolution, when Doctor Ryerson assisted in raising Doctor McCaul's Salary to the amount he formerly enjoyed?—About two years. Upon that occasion Doctor Ryerson moved a recommendation that Doctor McCaul's Salary should be raised, and added to it a recommendation that the Salaries of the other Professors should be raised. When Doctor McCaul's Salary was afterwards raised by the Government, the reference now spoken of was made with special reference to the recommendation formerly emanating from the Senate, and the Senate was asked to define what additional Salaries to the Professors they recommended.

Question 440.—Is there any evidence of that in the Senate Records?—I do not know that there is. Such is the fact. The Minutes record that the Vice-Chancellor moved to take up the subject of the Salaries of the Professors in University College, referred to the Senate by the Letter of the Provincial Secretary read at the last Meeting, upon which Doctor Wilson withdrew. At the previous Meeting I find this record: "Read a letter from Honourable T. J. J. Loranger, Secretary, dated 24th April, in reference to the Salaries of the Professors of University College."

Question 441.—Has any Resolution, or Statute been passed relating to the Salaries of the Professors since May 19, 1858?—Not to my knowledge; and I would say more than that, I feel certain that there was none, or I should have heard of it. And I know that the reference was especially with regard to the previous recommendation of the Senate, two years before. In the Secretary's Office all these Documents will be found.

Question 442.—What were Doctor McCaul's Salary and Emoluments before 1856?—I am not certain. They were a good deal higher than his Salary at that time.

Question 444.—Is it not true then, that you moved, seconded by the Honourable James Patton, on the 19th May, 1858, the Resolutions by which the Professors' Salaries are now regulated?—I did,—explanatory of the previously recorded desire of the Senate that they should be raised. And when this Motion was carried, Doctor Ryerson was present and offered no opposition.

Question 445.—Do the Records say that Doctor Ryerson supported it?—The Records state that he was present, and I state that he offered no opposition to it.

Question 446.—When, and under what circumstances, was the Salary of the Principal of Upper Canada College fixed at £600?—I do not recollect the date of the last decision of the Senate upon the subject. According to my recollection, the question of the Salary of the Principal of Upper Canada College came up three times, upon references from the Government, and the three references all varied a little from each other.

Question 447.—When was the present Principal appointed?—On the 8th April, 1857.

Question 448.—In 1857, February 2nd, the Vice-Chancellor introduced a Statute to determine the Salaries and Emoluments of the Principal of Upper Canada College. Is it by that Statute those Emoluments are now regulated?—I believe that would be the Statute on which they are now regulated.

Question 449.—Was the System of Options allowed in 1854, the same as that now allowed?—Very nearly the same. There was the same Option between Modern Languages and Classics, and between Natural Science and Mathematics. The arrangement of the Options has been varied; the principle remains the same.

Question 450.—Was the System of Scholarships the same in 1854 as the present System?—Very nearly the same, except that the number of Scholarships open to competition has been reduced.

Question 451.—Was the Course of Study revised in 1857?—It was.

Question 452.—Please state the object of the Statute introduced by the Vice-Chancellor and seconded by Doctor Wilson on the 4th of March, 1857?—I presume this to be the existing Statute of Matriculation, and if I am right in supposing this, its object was to put our Matriculation Examination in harmony with the capabilities of the Grammar Schools in the Country to send up young men to undergo it.

Question 453.—Did it lower the standard of Matriculation?—Certainly. The standard of Matriculation [that of King's College,] was before too high.

Question 454.—Please give the Committee the Yeas and Nays on that Statute?—The Yeas and Nays, as given on the 4th March, 1857, was not a division upon that Statute but upon another Statute. There was no division on the Statute as introduced by me on the 26th March, which I believe to be the present Statute.

Question 455.—Will you produce the Statutes on which the division took place?—They will be produced.

Professor Wilson examined.

Question submitted by the Reverend Mr. Poole, and put by the Chairman.

Question 456.—Does the present Statute lower the standard of Matriculation?—It decidedly does. I was appointed a Member of the Senate on the 2nd of February, 1857. Previous to that time I had expressed very strongly in the College Council, and elsewhere, my conviction that the Matriculation Examination was a complete barrier to the admission of Students from the Country Grammar Schools, and in reality created a monopoly for Upper Canada College. I had conversed on that subject repeatedly prior to that date with the Reverend Doctor Ryerson, and if he did not concur in that opinion, he certainly led me to believe so. There is no step in reference to the interests of education in this Province in which I have borne a part, that I look back upon with more complete satisfaction than the lowering of that Matriculation.

Mr. John Langton was further examined, by the Honourable William Cayley.

Question 457.—Have you any observations to offer with reference to the School of Medicine in the University?—I put in a Statement in a Tabular form, [on the 26th of April, 1860], of the requirements of different Schools of Medicine, both in the Old Country and in Canada. Those in the Old Country are extracted from the Edinburgh Medical Journal of October, 1857,—those of the Canadian Schools from their own Prospectuses. There will be observed a remarkable difference between the two, namely, that the British Schools require a less attendance upon Lectures, and a larger attendance upon the Hospitals, owing, in all probability, to the greater abundance of Hospitals there than in Canada. As compared with each other, the requirements of the Canadian Schools of Medicine are very similar.

[Note. This Tabular Statement to which Mr. Langton here refers will be found on page 196. He repeated it here, in giving his Evidence, but I do not reprint it.]

The Reverend Doctor Ryerson addressed the Committee in explanation of his Evidence formerly given, and was further examined by the Honourable William Cayley.

Question 458. What was the date of your Motion for the increase of Doctor McCaul's Salary, and the recommendation of some addition to the Salaries of the other Professors?

Question 459. Be so good as to refer to the Bursar's Statement of Salaries which Doctor McCaul and the other Professors were receiving at the time you made that Motion and read the amounts as shewn in Volume XV., Number 5, of the Appendix of the Journals of the House of Assembly for 1857?

Question 460. What effect had the Order of the Council, directing the addition of £60 to the Salaries of each of the Professors for the year 1855, on the Salaries of those Gentlemen for the year 1855?

Question 461. In effect then, Doctor McCaul had been in the receipt of £820, and Messieurs Doctor Beaven, Croft, Cherriman, Wilson, Hincks, Forneri and Chapman, had been in the receipt of £510 each, for two years, when you moved the Resolution of 18th December, 1856?

Witness was allowed to hand in his Answers to the above Questions at the next Meeting of the Committee.

April 24th, 1869.—The Honourable Joseph C. Morrison appeared in answer to summons of Committee, and was examined by the Honourable William Cayley.

Question 462. You have seen the Stone Building now occupied as a Lunatic Asylum, on the University Grounds, and are aware that it formed part of the intended University Building; you are aware of what the cost would have been, had the original plan been carried out?—I am not aware of the sum. It was, in my opinion, estimated at over £200,000.

Question 463. What was understood by the Senate as the probable cost of the Buildings proposed to be erected on the present Site at the time Chief Justice Draper moved in the Senate to request His Excellency to appropriate a sum for that purpose?—The appropriation expected was £100,000, £75,000 for the Buildings, £25,000 toward the Museum and Library.

Questions submitted by the Reverend Doctor Ryerson, and put by the Chairman.

Question 464. Do you recollect particularly the proceedings of the Senate in 1854, and the part that Doctor Ryerson took in them?—I recollect generally the proceedings, but I cannot at this time say the particular course that Doctor Ryerson took.

Question 465. Do you recollect his having suggested the discontinuance of Upper Canada College, and the use of its Building for University College?—I do not, although I do recollect that the subject was mentioned.

Mr. Langton further examined by the Honourable William Cayley.

Question 466. In your Statement in Chief you say that the Scholarships of Toronto University are all open Scholarships, unconnected with any College; that a Student of Queen's, or Victoria, may hold one if he can obtain it, and continue his studies at his own College; that, in fact, any young men who can come up to the requisite standard, whether they belong to a College or not, may hold Scholarships of the University, and that many are so held. Can you state the whole number of Scholarships awarded by the University since its commencement, and how many were taken by Students not at the time Students of the University?—There have been 213 scholarships awarded since 1854. Of these, 100 were awarded to Candidates who were not at the time Students in University College. Many of them afterwards became Students in the College, but many had no connection with it in any part of their Course.

The Reverend Doctor Ryerson handed in his Answers to Questions 458, 459, 460 and 461, put by Honourable William Cayley yesterday, as follows:—and was further Examined.

"What was the date of your motion for the increase of Doctor McCaul's salary, "and the recommendation of some addition to the Salaries of the other Professors?"—*Answer.* The 18th of December, 1856.

"Be so good as to refer to the Bursar's Statement of Salaries which Doctor Mc-"Caul and the other Professors were receiving at the time you made that Motion, "and read the amounts, as shown in Volume XV., Number 5, of the Appendix to the "Journals of the House for 1857?"—*Answer.* My Motion was made, as is evident from the words of the Resolution, intending to raise the Salary of Doctor McCaul to the amount he formerly enjoyed. The Report in the Appendix was presented to the Government in March, 1857, several months after my motion was made. Of the Salaries of the Professors at the time of making my Motion I knew nothing, except what was contained in the Appendix to the Journals of the House for 1856; and in that the Salaries of each of the Professors was stated to be £450. In the Bursar's Return, in the Appendix to the Journals for 1857, I, however, find the Salaries are stated thus:—

The Reverend John McCaul, Professor of Classical Literature,—12 months' salary	£510	0	0
Increase, as per Order-in-Council, for 1855	60	0	0
As President of University College,—12 months' salary	250	0	0
Allowance for House Rent	60	0	0
In all	£880	0	0
Professor of Metaphysics	£630	0	0
Professor of Chemistry	630	0	0
Professor of Agriculture	350	0	0
Professor of Natural Philosophy	570	0	0
Professor of History and English Literature	570	0	0
Professor of Natural History	570	0	0
Professor of Modern Languages	570	0	0
Professor of Mineralogy	570	0	0

All these salaries include £60 for House Rent in 1855.

What effect had the Order of Council directing the addition of £60 to the Salaries of each of the Professors for the year 1855, or the Salaries of those Gentlemen for the year 1885—*Answer.* It would have made them £60 more.

In effect then Doctor McCaul had been in the receipt of £820; and Messieurs Doctor Croft, Cherriman, Wilson, Hincks, Forneri, and Chapman had been in the receipt of £510 each for two years, when you moved the Resolution of the 18th of December, 1856?—*Answer.* What the retrospective effect of my Resolution was I cannot say. It may have been applied retrospectively, as well as prospectively. It cannot be denied that in 1855, they were, as I stated, £450. The Vouchers of the Bursar's Office ought to show when the advance was made, and upon what authority.

Question 471 By Honourable William Cayley. Is this (Document now produced) the Memorial of Doctor McCaul, asked for by you yesterday?—It is dated November 18th, 1856, is accompanied by the Provincial Secretary's Letter, dated December 13th, 1856, and must, therefore, be the Memorial required. I will read it:—

"I have the honour to request that, you will be so good as to submit to His Excellency the Governor General the following statement relative to my Emoluments.

"In the year 1842, I was appointed Vice-President of King's College, and in 1843, Professor of Classical Literature, Logic, Rhetoric, and Belles Lettres. The emoluments of the Vice-President had been previously, (March 30, 1841), fixed by the College Council at £750 sterling per annum, with a suitable Residence; but, in consequence of the state of the Income of the Institution at the period of my appointment, it was found necessary that I should discharge the duties of both Vice-President and Professor, with the same emoluments for both offices as has been fixed for the former alone. In addition to these emoluments, I was entitled to a proportion of the Fees paid by the Students and Candidates for Degrees. This proportion of the Fees, during the period in which I held these Offices, videlicet, from 1843 to 1848, exceeded £50 currency per annum. In 1848, I was appointed President of King's College, still retaining the Professorships, and the emoluments remained unaltered, with the exception that, having occasion to leave the House which I had occupied as Vice-President, I was allowed £80 currency for House Rent. In 1850, however, my emoluments were reduced by the Senate to £600 currency per annum, without any allowance for House Rent, and the only counterbalance for this reduction was the provision that I should for the future receive the whole, instead of a proportion, of the Fees paid by the Students attending my Lectures as Professor. Shortly afterwards this Statute was repealed, and the salary was raised from £600 currency to £700 currency, with an allowance of £60 per annum for House Rent, and the right, as in the former Statute, to the whole amount of Fees. The emoluments as fixed by this Statute remained unchanged from 1851 to 1855, when, in common with my Colleagues, I received the addition of £60 per annum to my Salary as Professor; but the receipts from Fees have been so far reduced, in consequence of the lowering of the amount to be paid, and the increased number of Students entitled to exemption, that the Income from this source, constantly diminishing since 1851, was last year below £3.

"From this statement it is apparent that, at present, when the expense of living is so enormously increased, my emoluments are about £150 less than they were in 1849. I may be permitted to remark in illustration of this increased expense, that the allowance which I receive of £60 per annum for House Rent, is not one half of the amount which I pay, exclusive of Taxes.

"It is proper that I should mention that the reduction which was made in 1850 was not limited to me, but extended to the other Professors in the Faculty of Arts. Doctor Beaven's salary was reduced from £500 sterling, to £450 currency; Doctor Croft's and Mr. Murray's from £450 sterling, to £450 currency, and the allowance for House Rent was withdrawn from each. Subsequently, however, Doctor Beaven received about £1,140 currency as compensation, and an allowance of £60 per annum for House Rent was granted both to him and to Doctor Croft. They also received during the last year, the addition of £60 per annum, to which I have already adverted. Mr. Murray's death prevented his participation in these measures of relief.

"Under such circumstances, I respectfully pray, that His Excellency-in-Council, will be pleased to take my case into his favourable consideration. In 1852, I addressed a Communication on the same subject to His Excellency, the Earl of Elgin, which was duly acknowledged, but was not followed by any action. Since that time I have abstained from bringing the matter under the consideration of the Government, chiefly because the claims of others connected with the Insitution had meanwhile been submitted, nor would I now solicit attention to my emoluments, if experience of their inadequacy did not enforce the necessity of application for an increase.

TORONTO, November 18th, 1856. JOHN MCCAUL, President and Professor.

II. LETTER IN REPLY TO MR. PATRICK FREELAND, REGISTRAR, UNIVERSITY OF TORONTO.

"I have the honour, by command of His Excellency the Governor-General, to transmit to you, herewith, a copy of a Memorial of the President of University College, on the subject of his emoluments, and I have to request you to lose no time in laying the Document before the Senate, with a view of their reporting thereon for His Excellency's information.

TORONTO, 13th December, 1856. T. LEE TERRILL, Secretary.

III. LETTER FROM THE SENATE TO THE PROVINCIAL SECRETARY:

"I have the honour to acknowledge the receipt of your Letter of the 13th instant, transmitting a copy of a Memorial of the President of University College, on the subject of his emoluments, and requesting the Senate to report thereon, for the information of His Excellency the Governor General.

"In relation to that Memorial, I have the honour to inform you, that I availed myself of the earliest opportunity to lay the same, together with your Letter, before the Senate, and that after a careful consideration of the prayer of the Memorial, the Senate passed the following Resolution in relation thereto, videlicet:

"That in reference to the Memorial of the Reverend Doctor McCaul, President and Professor of University College, referred, by command of His Excellency, for the report of the Senate thereon,

"This Senate is of opinion that Doctor McCaul is justly entitled to at least a salary equal to the amount of the emoluments he formerly enjoyed.

"The Senate avails itself of this occasion to submit to the consideration of His Excellency in Council, whether some addition should not also be made to the salaries of the other Professors of University College, as a just compensation for their able services and in consequence of the unprecedented dearness of living."

TORONTO, 19th of December, 1856. P. FREELAND, Registrar.

"Copy of a Report of a Committee of the Honourable the Executive Council, dated the 12th April, 1858, approved by His Excellency the Governor-General-in-Council on the 13th of April, 1858.

"On a Communication, dated 18th November, 1856, from Doctor McCaul, President of the University College, representing that his present emoluments (amounting to £760, and an allowance of £60 for House Rent), are less by about £150 per annum, than they were in 1849, whilst the Fees have been gradually diminishing to such an extent, that last year, they yielded but the sum of £3, and praying that, in consequence of the high and increasing prices of living, his application for increased emoluments may meet with favourable consideration.

"The above Communication having been referred to the Senate of the University for report, that Body have passed the following Rsolution, which is submitted for Your Excellency's consideration:

"That in reference to the Memorial of the Reverend Doctor McCaul, this Senate is of opinion that Doctor McCaul is entitled to at least a Salary equal to the amount of the emoluments he formerly enjoyed."

"The Senate avails itself of this occasion to submit whether some addition should not also be made to the Salaries of the other Professors of University College, as a just compensation for their able services, and in consequence of the unprecedented dearness of living."

"The Committee recommended that the Salary of Doctor McCaul be increased to £1,000 per annum, inclusive of allowance for House Rent, and that he be paid at that rate from the 1st January, 1857.

"Certified, WM. H. LEE, Clerk of the Executive Council.

IV. LETTER TO THE REVEREND DOCTOR MCCAUL.

"I have the honour to inform you that His Excellency the Governor General has had under consideration-in-Council, your Letter of the 18th November, 1856, renewing your application for an increase of your emoluments as President of University College, Toronto.

"His Excellency has also had before him the Report of the Senate of the University, on the subject of your application.

"In view of the fact set forth in your Letter, and the Report of the Senate thereon, His Excellency in Council has been pleased to order that your Salary should be increased to £1,000 currency, per annum, inclusive of allowance for House Rent, and that you be paid such increased salary from the 1st January, 1857.

TORONTO, 14th April, 1858. T. J. J. LORANGER, Secretary.

V. LETTER TO THE BURSAR OF THE UNIVERSITY COLLEGE, TORONTO.

"SIR,—I have the honour to transmit to you herewith, for your information and guidance, a copy of an Order-in-Council of the 13th instant, on the subject of the salary of the President of University College.

T. J. J. LORANGER, Secretary.

TORONTO, 14th April, 1858.

Question 468.—Did you observe, as you read the Memorial, a reference to the sum of £60 that, in common with his Colleagues, he received in 1855?—I did. I can only say that the impression made on my mind was that which I have stated, and that I acted upon it. I wish the Memorial to be put in as Evidence.

Question 469.—Are you aware when this Resolution of recommendation of the Senate to His Excellency was acted upon?—I do not know, indeed.

Question 470.—Read the date of the Letter?—The Minute of Council is dated April 13th, 1858.

Question 471.—You will perceive from the Letter from the Secretary's Office, that the Memorial of Doctor McCaul, of November 15th, 1856, on which your recommendation of December 18th, 1856, was founded, was not acted upon by the Government until 1858. Any addition of Salary, therefore, which the Professors received in 1855 and 1856, will not have been the result of your recommendation of 18th December, 1856?—I cannot say, because there is nothing in this Minute, referring to the Salaries of other Professors, and I cannot say when their Salaries were raised.

Mr. Langton was further examined.

Questions submitted by the Reverend Mr. Poole, and put by the Chairman.

Question 472.—If, as is shown in the Appendix of the Journals of the House of Assembly for 1856, Number 11, Statement Number 2, that the Salary of the Professors for 1855, run as follows, videlicet:—Professor Kingston, £450; Professor Forner, £450; Professor Chapman, £450; Professor Hincks, £450; Professor Wilson, £450; Doctor Beaven, £450 and House Rent; Professor Croft, £450 and House Rent; Doctor McCaul, Professor, £450 and House Rent, and £250 as President; and if, as you state, their Salaries were raised in 1856 to £510, prior to the Resolutions of the 18th of December, 1856, upon what authority were they so raised, and where is it? And when a Resolution had been moved to raise Doctor McCaul's Salary and Emoluments to what he formerly enjoyed, why was not the Mover and the Seconder of that Resolution informed that they had been so raised?—In regard to that part of Mr. Poole's question which asks on what authority these Salaries were so raised, I have to reply that the Bursar's Accounts shew that it was upon the authority of an Order-in-Council of 1855. As to the latter portion of the Question, why the fact that they were so raised was not communicated to the Mover and Seconder, I have to say that the fact was distinctly stated in express terms in the Memorial, in consideration of which the Motion was made by the Mover.

Question 473.—If the Salaries were raised, as the result of the Resolution of 1856, by Order-in-Council in 1858, why then did the Vice-Chancellor move, seconded by Honourable James Patton, that an additional Salary be made to the Professors?—Because there was no Order-in-Council, raising the Salaries of the other Professors at that time. The Resolution moved by myself, and seconded by Honourable Mr. Patton, was in consequence of a reference to the Senate from His Excellency, on the 13th of May, 1858, which is thus recorded [Minutes, page 453]—"Read a letter from the Honourable T. J. J. Loranger, Provincial Secretary, dated the 24th of April, in reference to the Salaries of the Professors of University College." The nature of it was informing the Senate that Doctor McCaul's Salary had been raised, and asking the Senate to advise the course they recommended with regard to the other Professors.

Question 474.—Was there not an addition made also to the Salary of Doctor McCaul at the same time?—There was not.

Question 475.—The last clause in the Minutes of May 19th, 1858, is "the Senate would also recommend that the Salaries of the President, as such, be £350 per annum, and that the office of Vice-President be filled up with the salary of £100"?—The effect of that was not to raise the Salary beyond £1,000.

Question 476.—You stated yesterday that, in your promptings to Mr. George Brown while he was questioning Doctor Ryerson, that you told him that he was misrepresenting Doctor Ryerson, why then, did you not in justice to the Committee, in justice to the Legislative Assembly by whom that Committee was appointed, and in justice to the people they represented, inform the Committee that one of their own number had so far forgotten himself and his duty, as deliberately and knowingly to misrepresent the witness at the Bar, and that he was doing so with a professed copy of Resolutions from the Senate Records in his hand, and against the remonstrance of the Vice-Chancellor of the Senate?—I, by no means admit, the accuracy of the wording of the Question. The facts are these: when Mr. George Brown had put the Question to Doctor Ryerson, as regards his seconding my Resolution about Scholarships, I told him that did not imply that either Doctor Ryerson, or I, were thereby founding Scholarships, but merely appropriating Scholarships already founded.

Question 477.—By Mr. David Roblin. When you informed Mr. George Brown that he was mistaken, what did he reply?—My recollection is that Mr. Brown replied to the effect that whether he had proposed to found, or only to distribute, Scholarships, Doctor Ryerson's accusations against the Professors, for having been guilty of such extravagance was refuted by this Motion, which shewed that it was done three years before they had any seat in the Senate.

Professor Wilson further examined.

Questions submitted by the Reverend S. S. Nelles and put by the Chairman:

Question 478.—Is there anything in the present composition, or working of the Senate of the University of Toronto, that you deem defective, and if so, state what it is?—I think the present composition of the Senate is defective. It has never been our part, acting under a specific Statute of the Province, and appointed to office under it, to pretend to dictate changes in the Law. The defects, I perceive, consist in the Senate being an unchanging body, nominated entirely by the Crown, although including *ex officio* Members. Care has, however, evidently been taken to place upon the Senate the Representatives of the leading Denominations of the Province that take an active part in Public Education. Notwithstanding, we have no right, under the present arrangements, to assume that such nomination meets with the approval of the various Colleges, Denominations, or Institutions. I should be glad, therefore, to see the Senate more a Representative Body. I wish to add to this, that the refusal, or neglect, of the various Colleges affiliated to the University, in consequence of the Act of 1853, to take advantage of the system thereby introduced, has in reality, I believe, prevented such changes being introduced already.

Question 479.—Have you any suggestion to offer for the improvement of the University, so far as regards the Senate?—It has naturally occurred to my mind, anticipating the enquiry which this Committee is appointed to make, that the question of re-modelling the Senate would come up. Without putting it forward as a matured opinion, I will mention the idea I have of a University Senate that might be satisfactory to all parties. Seeing that the University is a Provincial Institution, under any circumstances the Government ought to exercise some control over its supreme Board. I should, therefore, leave to the Government, as at present, the appointment of the Chancellor. I think, also, that the Government ought to nominate a limited number of Members—say 4, or 6,—I think it might be well that the Chancellor himself should nominate one Member. The Graduates of the University in Arts ought to have the privilege of electing two, or more, Representatives out of their own number; the Graduates in Medicine, and those in Law, should at least, have one Member each. And when I speak of the Graduates, I conceive that if Queen's College, Victoria College, and Trinity College, were to affiliate with the University, their Graduates should exercise the same privileges as the present Graduates of the University, and have the same vote in the election of their Representatives to the common Body. I think also that the Law Society should have two Representatives, as being specially interested in one department of Education. For the same reason I would give the Medical Board and the Council of Public Instruction Representatives. I would next give Representatives to University College, Queen's College, Victoria College, Trinity College, Regiopolis College, Bytown College, Knox's College, the United Presbyterian Theological Institution, the Congregational Institution, the Episcopal Methodist Educational Institution, the Baptist Educational Institution, and, in fact, to the Educational Institution of each Religious Denomination in Upper Canada. As to the number of Representatives these Bodies should have, I certainly think University College has a right to a larger number than the others, for this reason: in the first place, the Professors constituting the Council of University College, appointed under the authority of the Province, are presumed to be selected as specially fit for their duties, and if they are not fit they ought not to hold office. They, therefore, constitute as it were, the proper advisers of the Government on Educational questions. Moreover, in reference to pecuniary interests, it is manifest that, whatever differences of opinion may exist between Queen's, Victoria, Trinity, and other Denominational Colleges, their interests are in common as in opposition to University College. Nevertheless, for the sake of securing complete affiliation, I would not press very strongly for special advantages for University College in this respect. But, even supposing Queen's, Victoria and Trinity not to affiliate, I would still allow them one Representative in the Senate, as such seems to me to constitute the best means of electing Members of the Senate, in whom the Denominations may have confidence, without, at the same time, admitting the dangerous principle of transferring such election to Ecclesiastical Bodies. Let me further add, that in carrying out such a plan, I conceive the Colleges should not be bound to elect two of their own Professors, but left free to select their own President, if they please for one, and such resident either of Toronto, or some neighboring place, for the other, as they may deem a fit Representative of their interests. By this means, they would secure a Representative invariably present at the ordinary routine business of the Senate, while when important educational questions were under consideration, they could also secure the presence of the Head of their College. I would further add, that the election should be for a term of years, say three, one-third to go out annually, but to be eligible for re-election. To such a Board, I conceive, might fitly be entrusted, if not the absolute patronage of the Chairs in University College, at least the nomination of three, in the case of each vacancy, from whom the Government should make the appointment.

Question 480. You speak of the neglect of the Representatives of the Affiliated Colleges in attending the Senate; Are you aware that when they have attended, the University of Toronto has made no provision to bear their travelling and other expenses?—I am well aware of it, and it is with the special view to meet that difficulty that I have suggested, in constituting the Senate, to allow to each College at least two Representatives, one of whom they could choose, either as a Resident of Toronto, or as one who otherwise could make it convenient to attend at the ordinary routine Meetings. Thereby, no serious difficulty could be thrown in the way of the other's attendance on those rare occasions when questions of importance are under consideration.

Question 481.—Is it your opinion that the University of Toronto and University College could be efficiently carried on with any less Endowment than they now enjoy? —I am scarcely prepared to answer that question. My position in University College as well as in the Senate of the University of Toronto is quite a subordinate one. I have no special turn for Finance, and have exercised no oversight over the general Expenditure.

Question 482.—Do you think that University College should be limited in the amount of its Endowment?—I think it should have a fixed Income, after ascertaining what its reasonable requirements are, bearing in mind the future, as well as the present, and that it should be required to meet its expenses within that limited sum, thereby throwing on the College Council the responsibility of having to pay any deficiency out of their own Salaries. At the same time justice would require that if, by economical management, a Surplus accrued, it should either remain in their hands to meet the deficiencies of future years, or be at their disposal for College purposes. The present plan, as provided by the Act, which deprives the University Fund of all the Surplus that may result from economical management, seems about as unlikely a plan as could well be devised for inducing any men to save, seeing that the more they spend the more they get, and the more they economize the more they lose.

Question 483.—Is it true that the Classical Tutor, employs part of his time in preparing students for Matriculation?—I have looked in the Library of the Legislative Assembly, for copies of the Athenæum of this last year. I regret that I am not able to produce what would show that the practice of the Tutor of University College, Toronto, in having a class to prepare Candidates for Matriculation, precisely corresponds with the actual practice of University College, London, the College corresponding to University College, Toronto, in its Non-denominational character, and affiliated to the University, prescribed by the Statute as our model. At the same time I must say that the College Council have carefully guarded against this practice as an abuse. No Boys, of an age fit to enter a Grammar School, are allowed to avail themselves of it. But, owing to the peculiar position of Canada at this time, we have men, up in years, who come to Toronto for a College education, without the previous preparatory training, who cannot go to School, and who, unless some such facilities were given them, would be prevented from going on with their College studies.

Question 484.—What was the Salary of your Professorship in University College, when you accepted it?—£350 cy., but I may state that had I not been led to believe that currency money in Canada, considering the cheapness of living was worth a great deal more than the same nominal amount, sterling money in England, I should not have came out to Canada at all. Accordingly, at an early date after I arrived here, I drew up a Memorial which was presented to the Governor General-in-Council, at the time when the Honourable Francis Hincks, under whom, the present Act was prepared and passed, was still in power, and our Salaries were raised in consequence, to £450.

Question 485.—What is the amount of your present Salary, including all perquisites?—£550 and Fees.

Question 486.—What amount have you received per annum from Tuition and Fees? —I am unable to state, not having anticipated this question, but I think my Fees the last year may have amounted to £10, or £12.

Question 487.—What amount do the other Professors of University College receive from the same source?—I am quite unable to answer.

Question 488.—Where were you educated?—At Edinburgh.

Question 489.—Were you required to pass a Matriculative Examination?—No. There was none.

Question 490.—Did you take out a Degree in Arts?—No; it is very rarely the practice at the Scottish Universities.

Question 491.—How many Boarders have there been in the Boarding Hall of University College during the present year?—Before giving a direct answer to that Question it is necessary I should state that when the College Lectures began in October last, the Boarding House was not completed, nor was it ready to receive Boarders for nearly six weeks afterwards, consequently the number of Boarders and Residents this year offers no fair test of what will be the result of the system. Nevertheless, our success has greatly exceeded our anticipations, and I think I am right in stating the number of Residents at 32; it certainly was above 30.

Question 492.—Can you state how many Students of University College are also Students of Divinity at Knox's College and the other Presbyterian and Congregational Divinity Schools in Toronto?—By the Act of Parliament under which University College is constituted, it is expressly limited to a Faculty of Arts. I cannot conceive, therefore, of any principle of procedure that can either enable us to ascertain what is the destination in life of the Students who are studying the Arts' Course under our care; nor, supposing we could ascertain such, and be sure they would not change their aim in life afterwards, could that in the slightest degree affect our fulfilling our duty in giving the instruction in the Department of Arts we have been appointed to give.

Question 493.—Are you not aware that there is a considerable number of the class I have specified?—I have no direct means of ascertaining, but in the Statement I have put in in evidence, I have pointed out the very great advantages that in our Scottish Universities we believe to arise from the very fact that the Theological Students of the different Religious Denominations are trained together in the Arts' Course in the common Halls of the National University. They are thereby prepared for their duties as citizens and as members of a free community, and I can scarcely conceive of a greater curse to a Country than having its Theological Students, or its Lay Students either, trained up so exclusively under the guidance of their own Sect, that when they, for the first time, emerge into public life, they have never mingled with any but Members of their own communion.

Question 494.—Who prepares the Calendar of University College?—The President, I believe; although, at the same time, I have reason to know that its preparation, or rather the reading of the proof sheets for the press last year, having been entrusted to the College Tutor, the President complains of its containing many inaccuracies.

Question 495.—Have you remarked anything peculiar in the Catalogue of Students? —No; I have not.

Question 496.—Is not the number unduly swelled by including among Under-graduates the Graduates also?—As the Graduates and Under-graduates are each classified under separate heads, I cannot conceive how that can be the case. I am not prepared to be responsible for the details of this Calendar. If indeed, I am pressed on this point, I must say that it does not meet with my approbation. It is constructed, I believe, after the model of the Calendars of the English Universities and of Trinity College, Dublin. With those I am by no means familiar, and probably, therefore, my objections to its special characteristics may be the result of ignorance. Nevertheless, I am thoroughly satisfied that there is no design in this Calendar to represent a larger number of Graduates, Under-graduates, and Students, than belong to each year under which they are classed; and while I believe a Person unfamiliar with such a Calendar, may find some difficulty in ascertaining the precise number of Students for each year, which difficulty I have experienced myself, yet I have noticed that my Colleagues, who have been familiar with the English system and that of Trinity College, Dublin, experience none such. At the same time, allow me to add that this is the College, and not the University, Calendar, so that if any statements in reference to the University are placed there, they are entirely without authority, except that of the College Council.

Question 497.—Can a Student take a Scholarship, or Prize, in the University of Toronto, when there are no others to compete with him?—Undoubtedly. I am almost surprised that the Reverend Mr. Nelles, who has himself acted as an Examiner at the University of Toronto for three years, should ask such a question. The System of Examination pursued in the University presents, I conceive, as one of its most admirable features, that the merit amongst the various candidates is a positive and not a relative one. The Examination is conducted by means of Printed Papers; the rank of each Student is determined by the value of his Answers, numerically calculated on the value of the whole paper. Unless he answers to the value of two-thirds of the whole Paper, he cannot get into the first class Honours, and is, therefore, equally disqualified for a Scholarship, whether there be one, or twenty, Candidates. In like manner, unless he answers above the value of one-half the whole Papers, he forfeits Honours altogether. It is manifest, therefore, that there is no difficulty in determining, supposing there is only one Student, whether he gets into the first class, or not. The only importance to be attached to a number of Candidates, instead of one, is, that you may then have several in the first class, when the highest of the whole will get the Scholarship.

Question 498.—It is much more difficult, then, to take Scholarships, or Prizes, when there is competition?—Unquestionably. The larger number of Candidates, the greater competition there must undoubtedly be. Nevertheless, it may happen that, if only one presented himself, he might be a man of the highest mark, and would carry off the Scholarship even against twenty. There was a reference, for example, made in a former question to Mr. Moss, a Graduate of Toronto University, who took a Degree with the highest Honours, carrying off the Gold Medals in Classics and Mathematics and in Modern Languages, and my belief is that if we could send home Mr. Moss to compete with the Honour men of Cambridge, he would carry off the highest Honours against the best of them.

The Reverend William H. Poole was further examined.

Questions submitted by the Reverend Doctor Ryerson, and put by the Chairman.

Question 499.—Is there any discrepancy between the Financial Statement made by Doctor Green and Doctor Ryerson as to the comparative expenses of the University Colleges in 1855 and 1857, and referred to by Mr. Langton. If so, can you explain them?—There is no real difference, the Reverend Doctor Green reports the whole outlay of Victoria College Salaries as they now are. In the extract quoted by Doctor Ryerson the Salaries are put down as they were in 1857, when there was one Professor less, and when a less amount was paid to the Tutors.

Question 500.—Can you give any information as to the authority on which you compiled the Expenditure of the different Colleges, as quoted by Doctor Ryerson, and which are objected to by Mr. Langton?—I prepared that Statement and published it in a Letter dated the 6th of March, 1858; my object was to show the actual outlay, not including Repairs, Buildings, Furniture, or Interest on debt, but the simple item of Salaries, etcetera. The figures I then presented respecting Laval College, Bishop's College, and McGill College are taken from the Report of the Chief Superintendent of Education for Canada East and are correctly given. The amount of Queen's College, as given in the same Statement, is taken from an Official Report from the Vice-Principal's Report, published in 1856, by order of the Parliament, see Return. The same is true respecting Regiopolis and Victoria. The Salaries of University College Professors, as given, admit of no dispute; the figures are found in the Appendix to the

Journals of the House Number 12, Statement Number two; Thus:—Salaries to Professors and others, £7,130, or $28,520; the Salaries of Trinity College Professors may be found in the Journal of Education, as published by the Bursar of that Institution; the figures are $6,640. This amount cannot be disputed. I admit that, in comparing the incidentals of Trinity with the incidentals of University College, I incorrectly, and certainly unintentionally took the sum of £386 and placed them in the columns as dollars. Upon this slight error, the Vice-Chancellor and Doctor Wilson each tried to found a serious charge of incorrectness, and thereby make some small capital against Doctor Ryerson. The Vice-Chancellor objects to our placing Upper Canada College as a Preparatory Department to University College: a dispute of words here is of no avail; it is well known that it receives its support from an Endowment of Public Lands; that it has the same Non-denominational character, is under the management of the Senate of the University, that Students are sent there specially to prepare for the University College, that there is a joint management in the Funds and that it is commonly and properly regarded as a feeder for University College.

Question 501.—Can you inform the Committee on what authority Doctor Green stated that 35 Scholarships were given, when there were only 37 Students in the College?—Doctor Green took the Appendix to the Journals of the Legislative Assembly for 1857, 20th Victoria, Number 28, containing the Annual Report of the Senate, where you find reported under the heading "Undergraduates," the names of 37 Students, with their Residences and Courses of Lectures for the year 1856—this being the whole number of Undergraduates reported for that year. Turning to the Report of Scholarships given that year, you find them reported thus:—

In Law	5
In Medicine	6
In Arts	24
	35

making a total of 35 Scholarships given for that year, there being only 37 Undergraduates.

Questions submitted by Mr. Langton, and put by the Chairman.

Question 502.—Supposing you, Mr. Poole, to be the Author of that Statement in Doctor Ryerson's evidence, can you state on what ground you called the total expenses of Trinity, per year, at $7,526?—I simply mistook the mark £ for $, thereby making the total less.

Question 503.—You were aware that the expenses of Trinity College were upwards of $16,000 per annum?—My object was to state the amount of Salaries only, comparing also the Bursar's Office and incidentals with the same items of expenditure for University College.

Question 504.—Then, if you intended in this comparative Statement only to include Salaries, as stated in your last Answer, why did you set down the University of Toronto in the Statement, at $81,000. Do you mean to say that that only includes Salaries?—I gave the total for University College, and its Preparatory College, in contrast with the outlay of the other Colleges, including their actual expenditure for Salaries; the Bursar's Office, and incidentals of Trinity College being also included. Doctor Ryerson is in no way responsible for that Statement, as it was a quotation cut from my Letter.

The Reverend Doctor Ryerson further examined.

Questions submitted by Professor Wilson and put by the Chairman.

Question 505.—The Minutes of the University of Toronto have been produced, expressly at your request, in consequence of the following Statement given in writing by you to the Committee:—

"If the Committee should order the Minutes of the proceedings of the Senate to be laid before them, and mark who were present, and what was done at each Meeting, they would see how the system has been worked, and how parties connected with the University and Upper Canada Colleges have directed as to expenditures, studies, scholarships, etcetera. The Minutes will show that all those Expenditures have been directed by a family compact of Gentlemen receiving their Salaries from the University and Upper Canada College Endowments."

Are you prepared now to show from these Minutes, by what process those Expenditures could have been directed by a family compact of Gentlemen who were not added to the Senate, until February 2nd, 1857?—The Expenditures to which I referred, are those which have taken place during the last three years, as the requests for the Minutes referred to in the question, were expressly made during the last two, or three, years. The order of the Committee, too, was that copies of the Minutes during the last three years should be produced. That order shews the object of my Statement. Those Minutes shew who were present and who were not, on the occasions when those Expenditures were directed. Mr. Poole's statement shows the number of Professors and residents in Toronto, who were present at the proceedings of the Senate during the last four years.

Question 506.—Look up in the Minutes the entry on May 19th, 1858. You will find what is said there concerning a reference from His Excellency to the Senate about the Professors' Salaries. Will you read it?

"The Vice-Chancellor, seconded by Mr. Patton, moved 'That in the opinion of the Senate it is not expedient to make any permanent increase to the Salaries of the Professors in University College, but they would recommend that the Stipend attached to the following Professorships, videlicet, Greek and Latin, Logic and Rhetoric, Metaphysics and Ethics, Chemistry and Experimental Philosophy, Natural Philosophy, History and English Literature, Natural History, Mineralogy, Geology and Modern Languages, should be fixed at Five hundred pounds per annum, with an increase of Fifty pounds per annum, after five years from the dates of their Commissions, and a further increase of Fifty pounds per annum after every subsequent term of five years. The Salaries, as recommended, should cover all present allowance for House Rent.'"

Question 507.—Was that in consequence of a reference from His Excellency? Please read what precedes.—"The Vice-Chancellor moved to take up the subject of the Salaries of Professors in University College, referred to the Senate by the Letter of the Provincial Secretary, read at the last Meeting."

Question 508.—You were present on that occasion?—My name is down, so I was there either at the beginning or the close, but I have no recollection of it whatever.

Question 509.—Can you refer to any other Minute of the Senate, after the date of my appointment as a Member, on which either I, or Professor Cherriman, or Professor Croft, either voted in reference to our Salaries, or were present when such a question was discussed?—Certainly not. The presence, or absence, of a Member of a Body, when his Salary is taken up, is a matter of no consequence, since his influence as a Member of the Body would be precisely the same in regard to its proceedings in matters of the kind, whether he were absent, or present.

Question submitted by Mr. Langton and put by the Chairman.

Question 510.—Do you deny that you were present on the occasion of the vote being carried?—I have no recollection of it, and I shall shew, from what I have published, that it is impossible I could have known it, for I have been asked scores of times as to the periodical increase in the Salaries, but I knew nothing at all about it until I came to this Committee. In illustration, I beg to read this extract from what I wrote; my evidence in my first statement:—

"Three Members of the Senate, the Vice-Chancellor and two Members of the Upper Canada College, receive their Salaries under the Statutes of the Senate, and Professors of University College, although not receiving their Salaries under a Statute of the Senate, their periodically increasing Salaries, if not fixed on the recommendation of the Senate, have, I believe, been settled on the recommendation of certain of its Members."

This language I could not have used had I known the Salaries were increased by a Statute of the Senate.

Questions submitted by Professor Wilson and put by the Chairman:

Question 511.—Was any other case discussed that day in which you took a special interest?—There was the case of Mr. Maynard, in which I took a special interest, and during the discussion of which I was probably present.

Mr. Langton further examined.

Questions submitted by Professor Wilson and put by the Chairman:

Question 512.—Did you preside at the Meeting of the Senate on the 19th May, 1858?—I did.

Question 513.—Did the reference of His Excellency to the Senate in regard to the Salaries of the Professors come on in due course of business, having been produced at the previous Meeting?—It did.

Question 514.—As I, therefore, knew that such business was on the order of the day, did I request you to delay it to the close of the Meeting?—You did.

Question 515.—Did I then withdraw from the Meeting, as recorded on the Minutes?—Yes.

Question 516.—Was there then brought forward, without compliance with the usual proceedings of the Senate, and without any previous notice, a proposition to grant a Pension of £75 per annum to the Reverend George Maynard?—After you (Doctor Wilson) left the Senate; there was a quorum remaining, consisting of myself, Doctor McCaul, Doctor Ryerson, Doctor Jennings and Honourable Mr. Patton. The Resolution I have mentioned being disposed of, with other minor business, of which I had also given notice, the question of Mr. Maynard's salary was brought up. I remonstrated from the Chair, upon the impropriety of bringing it up under the circumstances, as it had been already before the Senate three, or four, times—one Meeting having been specially called for the purpose. I have never since ceased regretting that I did not take advantage of the rules of the Senate, although they have sometimes been allowed to fall into abeyance, to refuse to put that Motion from the Chair, upon the ground that there had been no notice given.

Question 517.—Had I, at the various previous occasions on which a Pension was proposed to Mr. Maynard, resolutely opposed it?—You had.

Questions submitted by Doctor Ryerson and put by the Chairman:

Question 518.—Who introduced the question of Mr. Maynard?—The Honourable Mr. Patton moved it, there having been Letters read at the Meeting that day, from Doctor Ryerson and Mr. Nelles, and you (Doctor Ryerson) having stated that he continued expressly to advocate it.

Question 519.—Were Letters read from no other persons than Doctor Ryerson and Mr. Nelles?—From the Honourable James Patton and Dr. J. J. Hayes also.

Question 520.—Who seconded Mr. Patton's Resolution?—Doctor Jennings.

DOCTOR RYERSON'S REPLY TO DOCTOR WILSON AND MR. LANGTON'S STATEMENTS.

The Reverend Doctor Ryerson addressed the Chairman and Committee as follows:—

I am quite aware of the disadvantage under which I appear before you to-day. I am not insensible of the prejudices which may have been excited in the minds of many individuals by the occurrences of the last few days; I am not insensible of the impressions which some of the Questions and Statements may have made upon the minds of Members of the Committee, as well as others; I am not at all insensible of the fact that the attempt has been made to turn the issue, not on the great question which demands attention, but upon my merits, or demerits, my standing as a man, and the course which I have pursued. This subject, of very little importance to the Committee, of comparatively little importance to the Country, possesses a great deal of importance to myself. No man can stand in the presence of the Representatives of the People; no man can stand, as I feel myself standing this morning, not merely in the presence of a Committee, but, as it were, in the presence of my Native Country, the Land of my birth, affections, labours, hopes, without experiencing the deepest emotion. But how much more is that the case when attempts have been made, of the most unprecedented kind, to deprive me of all that is dear to me as a man, as a parent, as a Public Officer, as a Minister of the Christian Church. More especially do I thus feel, because reading and arranging the papers on this subject, to which my attention has been called, occupied me until five o'clock this morning. Rising to address you under such circumstances and emotions, I respectfully crave the impartial consideration of the Committee and throw myself on their generous indulgence.

The position of the question which demands our consideration this day is one altogether peculiar, and I will venture to say, unparalleled in this, or any other Country. The individuals connected with myself,—the party unconnected with what may be called the National University of the Country, stand as the conservators of a high standard of education, and appear before you as the advocates of a thorough course of training that will discipline, in the most effectual manner, the powers of the mind and prepare the youth of our Country for those pursuits and those engagements which demand their attention as men, Christians, and patriots, while the very Persons to whom has been allotted this great interest, this important trust, stand before you as the advocates of a reduction, of a puerile system which has never invigorated the mind, or raised up great men in any Country; which can never lay deep and broad the foundations of intellectual grandeur and power anywhere, but which is characterized by that superficiality which marks the proceedings of the educational Institutions in the new and Western States of the neighbouring Republic. Sir, I feel proud of the position I occupy; that, if I have gone to an extreme, I have gone to the proper extreme, that even if I may have pressed my views to an extent beyond the present standing, the present capabilities of the Province, my views have been upward, my course has been onward, my attempt has been to invigorate Canada with an intellect and a power, a Science and a Literature that will stand unabashed in the presence of any other Country, while the very men who should have raised our educational standard to the highest point, who should have been the Leaders in adopting a high and thorough course, have confessed, during the discussion of this Question, that the former standard was too high, and that they have been levelling it down, incorporating with it speculations which have never elevated the Institutions of any Country, and adopting a course of proceedings which never advanced any Nation to the position, to which I hope in God, my native Country will attain. There is another peculiarity in the position of this Question, and of the circumstances under which I appear before you this morning. It is that of collision; that of conflict with parties who are arrayed on the other side of this Question: it is, to a certain extent, that of trial in regard to a richly Endowed Institution, and the enquiry naturally suggests itself, to whom is due the origin of this position? The attempt has been made throughout these proceedings to throw the blame on the Memorialists, and more especially on myself, and to inculpate me with the entire responsibility of the mutually hostile position that the different parties in your presence occupy during this investigation. But what are the facts of the case, and who are the Originators of the state of collision which has characterized this investigation? The Resolutions on which these proceedings have taken place were adopted by the Wesleyan Conference in June last. Now, whatever other changes may have taken place, I still adhere to the people of my youth, who were the early instruments of all the Religious Instruction I received until I attained manhood. Whether they are a polished and learned, or a despised, people, I still am not ashamed of them nor of the humblest of their advocates, or professors. I stand before you without a blush in immediate connection, and identified with that people. The Resolutions that were adopted by the Conference, in pursuance of which the Conference appointed a large Executive Committee, consisting of nearly one hundred of the most experienced Members of their Body, to prepare the Memorial which has been presented to Parliament, are these:

"*Resolved*, 1st. That it is the conviction of a large proportion, if not a large majority of the inhabitants of Canada, that their Sons, in pursuing the higher branches of education, (which cannot be acquired by Day Schools, and rarely without the youth going to a distance from the paternal roof and oversight), should be placed in Institutions in which their Religious Instruction and moral oversight, as well as their literary training, are carefully watched over and duly provided for; a conviction practically evident by the fact, that not only the Members of the Wesleyan Methodist Church, and other Methodists, but the Members of the Churches of England, Scotland and Rome have contributed largely, and exerted themselves to establish Colleges and Higher Seminaries of Learning, for the superior education of their children.

"2nd. That no provision for instruction in secular learning alone, can compensate for the absence of provision, or care, for the Religious and moral instruction of youth in the most exposed, critical and eventful period of their lives.

"3rd. That it is of the highest importance to the best interests of Canada, that the Legislative provision for superior education should be in harmony with the conscientious convictions and circumstances of the Religious Persuasions, who virtually constitute the Christianity of the Country.

"4th. That the exclusive application of the Legislative provision for superior education to the Endowment of a College for the education of the Sons of that class of parents alone who wish to educate their sons in a Non-denominational Institution, irrespective of their Religious principles and moral character, to the exclusion of those classes of Parents who wish to educate their Sons in Colleges, or Seminaries, where a paternal care is bestowed upon their moral and Religious interests, at the same time that they are carefully and thoroughly taught in secular learning, is grossly illiberal, partial, unjust and unpatriotic, and merits the severest reprobation of every liberal and right-minded man of every Religious Persuasion and party in the Country.

"5th. That the Ministers and Members of the Wesleyan Methodist Church, aided by the liberal co-operation of many other friends of Christian education, have largely and long contributed to establish and sustain Victoria College, in which provision is made for the Religious Instruction and oversight of Students, independent of any Legislative aid,—in which there are fifty-nine Students in the Faculty of Arts, besides more than two hundred Pupils and Students in Preparatory and special Classes,—in which no Religious test is permitted by the Charter in the admission of any Student, or Pupil, and in which many hundred of youths of different Religious Persuasions have been educated and prepared for professional and other pursuits, many of whom have already honourably distinguished themselves in the Clerical, Legal and Medical professions, as also in Mercantile and other branches of business.

"6th. That Victoria College is justly entitled to share in the Legislative provision for superior education, according to the number of Students in the Collegiate and Academical courses of instruction.

"7th. That we affectionately entreat the Members of our Church to use their influence to elect, as far as possible, Public Men who are favourable to the views, expressed in the foregoing Resolutions, and do equal justice to those who wish to give a superior Religious Education to the youth of the Country, as well as those who desire for their Sons a Non-religious education alone.

"8th. That a copy of these Resolutions be laid before the Quarterly Meeting of each Circuit, for the consideration and co-operation of our Official Brethren throughout the Province."

These Resolutions were laid before the Country, and what was their reception by the University College advocates? They were received by attacks on the Wesleyan Body, upon their Collegiate Institution, upon other Colleges in the Country, and upon myself individually. These attacks came from the part of the advocates of University College, who drew their inspiration, no doubt, very largely from those immediately and directly connected with that Institution. The Wesleyan Body were spoken of as robbers of a Public Fund; their Institution was denounced as a mean, contemptible School, unworthy of the name of a College; and every possible term of opprobrium was used as regards myself. These attacks lasted from June until the following Autumn, while I never said a word, or wrote a line. Yet the Resolutions of the Conference simply treated of a general principle. What was the result? Why, that the advocates of the Wesleyan Conference were compelled in self-defence, in defence of their College and other Colleges of similar character, to say that they had an equal claim to public consideration with University College, that there was nothing in it which should give such a lofty character to its pretensions. The advocates of University College said that was the only College in the Country worthy of the name, the only one to which any sort of respect should be paid; and the advocates of the Conference were thus forced to assume the position of comparison, which they did not originally contemplate. Had the Writers who drew their inspiration from University College met these Resolutions by arguments as to the principles on which a great National System of Education shall be based, instead of by attacks on the Wesleyan Body, the attitude of collision would not have been witnessed. But when the large Committee appointed by Conference, consisting of between 60 and 100 Members, met for the purpose of bringing the question into the immediate view of Parliament, they found themselves compelled to institute and pursue that very enquiry into the merits of the Educational Course of University College, in justification of their own Institution and claims. If, then, there has been anything personal, unfriendly, unpleasant, in this investigation, the indiscreet advocates of University College have themselves to blame. They courted, and they must bear the consequences of, the quarrel. I have said that from June to November, I wrote not a word, but when the Memorial was prepared by the Committee to whom it was given to prepare it, then, under the auspices of that Committee, the subsequent discussion took place, and Papers were prepared in illustration and proof of the Complaints and Statements of the Memorial.* Were we to blame for this? I would ask any Member of this Committee if he himself, with a Cane in his hand, were pursued day after day and week after week by barking curs, that not only constantly annoyed, but occasionally bit him, would he not repel them by an occasional rap on the head? When the Advocates of the Wesleyan Conference felt that they had the material to refute the imputations thrown upon them,—ample material, not only to defend their own Institution, but to show that it stood upon equal ground with those who made exclusive pretensions to Graduateship, or to anything like scholarly judgment in devising a system of superior education for the people of Upper Canada, they would have been cowards and poltroons had they not accepted the challenge thus thrown down, and been ready to meet their Opponents here, or any where else, face to face, upon the ground of fact, principle and justice. Then, Sir, instead of entering into this Question as they should, the attention of this Committee and of the Country has been turned from the issues involved and fixed upon myself. My sins have been the theme of past days' investigation and remark; my infirmities, weaknesses, inconsistencies and demerits have been the substance of all that has been pressed upon your attention day after day, and the text of the two speeches to which I am now replying, each upwards of two hours in length. I confess that I have infirmities and sins, but, at the same time, I submit that they have no connection with the real question before the Committee; yet, as they have been brought before you, I may allude to what has been said, although, while the attempt has been made to fix upon me the responsibility of all that has been done, the parties very well know that of the only two points on which they rest their charge,—the one relating to Scholarships is confuted by the Minutes; the other relating to Examinations is shewn by the Appendix, printed in the Journals of the House of Assembly, for 1856, to have been confined to 1854.

With these remarks, Sir, I proceed immediately to the subjects which claim the special attention of the Committee, and shall notice in the first place the pretensions and statements of Doctor Wilson alone; in the second place, the statement common to both Doctor Wilson and Mr. Langton; in the third place my own Estimates for the expenses of erecting Buildings suited to a Provincial University; and, lastly, the Questions which demand the decision and consideration of the Committee. I am to notice, then, in the first place, the pretensions and statements of Doctor Wilson alone. He placed himself before you as the Representative of University College, while he adverted to Mr. Langton as the Representative of the Senate. Sir, the assumptions Doctor Wilson made, as well as the manner in which he referred to others, are not unworthy the attention of Committee, or without their proper moral and useful lessons. Doctor Wilson, in the first place, made an eulogy on the Faculty of University College. He spoke of each Member of the Faculty as characterised by some superior attainments and excellencies, and described himself, last, but not least, as a man who had attained some distinction in his own Country before he came to "this Canada of ours"—(his favorite expression). After this description, he said to you:— Are we not fit to be entrusted with determining the College education of your youth, one of us being from Edinburgh, another from Oxford, another from London, another from Cambridge, another from Dublin, and another from Padua, the city of "relics?" We, he continued, have anxiously devised a System of Education, and sometimes we have sat up until after midnight in doing so. This is the assumption, this the basis of many of the subsequent remarks addressed by that Gentleman to the Committee. Now, Sir, I think that Doctor Wilson, and the other Gentlemen to whom he referred, from whose attainments and abilities I wish to detract nothing, must themselves admit that they came to this Country as Teachers,—he of English Literature and Language; the rest of certain other branches. He, however, seems to think that they did not come for that purpose only, but for the more noble, exalted, almost legislative purpose of giving to the people of Canada a System of Collegiate Instruction. Doctor Wilson says,—Shall not we be entrusted with determining this Question,—we all Graduates, we all men from old Universities, and will you pretend, people of Canada, to dictate to us, learned persons, what kind of superior education shall be adopted for the training of your youth? Sir, I went to Europe for the purpose of obtaining persons qualified for special work, but I did not go to them to dictate the kind of education to be given here, or the manner of giving it. I procured them to carry out a System already devised for this Country, not to dictate one to us, much less to do so in the assuming tone in which these words were addressed to you the other day. I think these Gentlemen, whatever may be their talents, whatever may be their attainments, mistook considerably the purpose for which they were brought to this Country, when they set themselves up for judges as to what kind of Superior Education the people should receive from them. The people of this Country have devised a System for themselves, and these Gentlemen were brought here as instruments to carry it out. When they depart from the position of Laborers in the work appointed, and assume to be Dictators, they sadly mistake their office. There are, however, other persons besides Doctor Wilson, who think that because they have come across the Atlantic, they are alone wise, and that Canadians are to accept blindly the dictatorial dogmas they may put forth. Sir, although our Country may be young, yet the intellect of a Country does not depend upon its age. There may be a vigour of intellect, a self-reliance, and energy and perseverance in the very youth of a Country, that will not bow down to exotic dictation, or assumption. The people of Upper Canada know their own wants, and did not send to one Gentleman from Edinburgh, another from London, etcetera, to tell them what kind of education they shall have. But I doubt whether Doctor Wilson has been authorized by his Colleagues to make such assumptions, especially by the President of the College, who, I believe, has reluctantly submitted to much that has been done in regard to both the standard of Matriculation and the System of Options. Then, Sir, in pursuance of the same line of remarks, the same kind of assumption, Doctor Wilson told you that I was altogether incompetent to decide upon questions of this kind. Doctor Ryerson, he said, was not a Graduate, had never enjoyed the advantages of a College education, and was to be blamed for deal-ing with subjects the details of which he did not comprehend. Now the principle which lies at the foundation of this assumption and imputation is, that no man who has not been trained up in a University is able to judge, or decide upon anything that pertains to University College,—an assumption which, I am sure, will not be very readily submitted to by the people of "this Canada of ours." A man, Sir, may never have graduated at a University and yet have acquired more knowledge than one-half of its Graduates. Going within the walls of a College is one thing, and pursuing the subjects of enquiry and investigation involved in a College Course is another; and that man who pretends that one who has not gone to College is unacquainted with what are the proper subjects of a Collegiate Education, and incapable of judging of the Course which should be studied, is a man who must stand before us, in this respect at least, as one of the "relics" of past ages, who will not be much tolerated in this our day. If I am, on this account, proscribed from being connected with the direction of University Education, I stand on the same ground with the late Sir James and Andrew Stuart of Quebec, two minds that adorned the horizon of this Country with a splendour unequalled in our day. I stand on common ground with Archdeacon Bethune, of Cobourg, one of the most refined men of the Country; on common ground with the late Honourable Robert Baldwin, one of the most patriotic men of Canada, whose memory we all revere. I stand too in the same position as the late Sir James Macaulay, one of the most learned and indefatigable jurists that ever sat on the Bench of, Upper Canada; on common ground with the Chancellor of Toronto University, Judge Burns; so that if I am to be proscribed from deciding on this Question, the Chancellor himself is an intruder on the ground he now occupies. I stand on common ground with Sir J. B. Robinson, the Chief Justice of Upper Canada, one of the most accomplished men, the finest intellects, the most profound jurists of our day, of whom Sir Robert Peel said on one occasion, "he was the cleverest man he ever met." Then, Sir, if this assumption be true, what business has the Committee with the Question before it? There is but one Member of it a Graduate, the Honourable Mr. Cayley, and all the others must sit down in silence and leave the Report to his dictation, inspired by the Gentlemen of whom he is the "organ." For what business have you laymen, who never graduated at a University, with the affairs of the Educational Institutions of our Country? You are not competent, you are undertaking to decide a question of which you can know nothing. On that principle too, I may ask, what business have legal and farming gentlemen upstairs to deal with the mercantile business of the country? How are Merchants and Farmers to judge of laws? They are not Lawyers, they never studied in a Lawyer's Office, or passed an examination for admission as a Barrister. Let them sit down then and receive their laws at the hands of the learned gentlemen of the Bar. What business have Mr. Galt and other Gentlemen to interfere with questions of Political Economy,—they were never at a College where Political Economy was taught, so that what can they know about it? What business has the whole Legislature of Canada to deal with any questions of civil polity,—perhaps not one of them ever attended a course of lectures on Civil Polity? If you proscribe me, you proscribe Parliament itself from judging of Civil Polity, Political Economy, or Jurisprudence, for its Members never were at Institutions where they were taught! That, Sir, is the doctrine the learned Professor of History in University College has announced to the Members of the Committee for the guidance of themselves and to the Country! That, Sir, is the new legal light that emanates from University College! I congratulate the learned Gentleman on the discovery he has made, the light he is pouring "on this Canada of ours." Then, Sir, I have only to add on this branch of the subjct, that you have but to carry the argument a step farther, and ask what claim that Gentleman himself has to support his pretensions? Is he a Graduate himself? His own evidence shewed yesterday that he had never passed even a Matriculation Examination, that he took no Degree at Edinburgh, and that the Degree he holds is purely honorary, like my own. If Doctor Cook were here he could tell you that there is no Matriculation examination at Edinburgh, and no Examination at all. until the Degree is taken. Meanwhile, the Students attend the Lectures of the Professors of Greek, Latin, etcetera, for so many Terms, so many days in each Term, and then get Certificates from those Professors as to their deligence in attending. So unsatisfactory is this plan that the Church of Scotland would not admit it as a qualification for their Ministers,—they themselves require a literary, as well as a Theological, Examination from their Students before they will admit them to be intellectually qualified for the service of the Church. I might have gone up to Edinburgh, attended a few Lectures here and a few lectures there, and come out again with the assumption that you people of Canada knew nothing about what is proper as a System of Education. I feel reluctant to prosecute this subject, but when a Gentleman has assailed me on this ground, I throw back the charge, and I say that it ill becomes him to make either imputations, or assumptions, of this description. Sir, I have no hesitation at all in comparing what I have done for my Native Land with what that Gentleman has done for his, and our claims to the gratitude of our respective Countries. He, to be sure, has published a book, and it was a book upon "relics," a book upon antiquities; and I have myself seen in Edinburgh a Museum of "relics" arranged by him. He has a peculiar affinity for subjects of that description, and in his leisure moments in this Country has devoted himself to the disembowelling the Cemeteries of the Indian Tribes, in seeking up the Tomahawks, Pipes and Tobacco which may be found there, and writing essays upon them. But look to my efforts, my period of labour for 35 years and say whether the imputations of that Gentleman are deserved. I can appeal to the Representatives of the Province of Nova Scotia and New Brunwick, whether they have not availed themselves of the labour I have performed in this Country for the Education of our youth. I can appeal to the Australian Colonies, where my Regulations and School Act have been published under the auspices of the Government. The Secretary of the Province of Adelaide lately visited this Country in order to make further enquiries with a view of introducing our whole System, as far as possible, in connection with the Municipal System of those Countries. I appeal to the Province of New Brunswick, the land of my sainted Mother. Five years ago I went down thither as one of a Commission to investigate their Collegiate System, which had been the subject of litigation as keen as that which was connected with King's College in this Country. I prepared a Report at the request of the Authorities, and Drafted a University Bill. The Government that was then in power went out, another came in,—and I received but a few weeks since a Letter from the present Attorney General there saying that the Bill I had prepared five years ago had been sanctioned by the Legislature, and, being reserved for the Royal Assent, had received the approbation of Her Majesty. Although I am not a Graduate of a University, and should be, therefore, excluded under the proscriptive principle of the Gentleman who has attacked me, from meddling with Universities at all, I have made this contribution to the furtherance of Superior Education in our neighboring Province.[*] Why should I speak of the Common School System I have been mainly concerned in introducing here? I will only say that Lord Lansdowne, that Nestor of British statesmen, observed some years ago, that no greater blessing could be conferred upon England than transplanting to it the Canadian School System, but that such was the state of public opinion they could do nothing more at present than grant aid to the Denominations, for the Elementary Education of the people.[†] I think the public can judge between me and the Gentleman who has recently come to this Country, as to the assumptions he has made, and the imputations he has taken the liberty to pour upon me. I may say this much more, that a Salary of £350 sterling would not take me from my Country and carry me to one, the very currency of which I did not know, when I accepted the appointment.

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*The Papers of Illustrations and Proofs of the Statements in the Conference Memorial to the Legislature are printed on pages 229-249 of the preceding, (Fourteenth,) Volume of this Documentary History.

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[*] So frequently is this Report on the University of New Brunswick referred to, with a view to show that Doctor Ryerson had altered his opinion on various points since he wrote that Report that a copy of it for reference, will be published as a Chapter of the next Volume.

[†] By reference to the Upper Canada *Journal of Education* for 1866, it will be seen that the late Reverend James Fraser, afterwards Bishop of Manchester, visited this Province, as an English Royal Commissioners of Education, and made an elaborate Report upon our general School System. the chief feature of which will form a Chapter in a subsequent Volume of this History. In 1875, the Right Honourable W. E. Foster, who framed the School Bill, which afterwards became the School Law of England, visited this Province and on his visit to the Education Department, made himself acquainted with the details of our School Law, some features of which he afterwards incorporated in the English School System. Some years

I turn now to a complaint which it took the Gentleman twenty minutes to make, that an ephemeral article in a Pamphlet of his was not fairly quoted by me. He says I omitted the first paragraph of it, and ought not to represent him as the advocate of Classical Studies as the means of giving the best University Education. Did I misrepresent him as such? No. The two extracts from what he terms his ephemeral article,—and, during his apology for himself, he seemed to be ashamed of it, as though it came in unpleasant contact with his present views, and he were anxious to disclaim it, before he entered into criticism upon it,—are such as to show that I did not. The heading of the first is "Mode of Teaching," and it shows that Gentlemen who came from Oxford and Cambridge were not thought to be relics of a past age by Doctor Wilson then, whatever they may be thought of by him now, for, in that article, they are held up as the most successful Teachers of any Country. Here is the extract in question:—

> "No Institutions in the world turn out a greater number of highly qualified Teachers on the subjects specially cultivated by them. Apart from the Tutors, public and private, numbering hundreds, within the circuit of the two Universities, Oxford and Cambridge provide Professors and Teachers, in their own special departments of Classics and Mathematics to the great majority of the Public Schools of England and the Colonies. The Colleges of London, Manchester, Birmingham and Durham, all the great Public Schools, and even Mathematical and Classical Chairs of the Scottish Universities, are supplied from the ancient seats of learning on the Cam and the Isis. The English College Tutor again is precisely what we term in Canadian, or American, Institutions a Professor; his functions in no degree differ, and the more our Canadian Professor imitates the thoroughness of the English College Tutor in his mode of instruction, the better will it be for the future scholarship of the Province."

Again, as to the other extract, how was it headed? "The Modern Languages no substitute for the Ancient." He complained that it was not taken into account by me, that he was then speaking of an Honour man, who had graduated in Yale College, gone to Europe, entered Cambridge, and graduated there again. Well, speaking of that superior man, (Mr. Bristed), he said:—

> "To such a man of ripe mind and studious habits the acquisition of a Modern Language, such as the French or Italian, is a mere pastime, and the German only a pleasant task. What would he say to the substitution of them by our University reformers as equivalent to the Greek and Latin,—the sole key to all the treasures of Theology, Philosophy and Science."

Now, Sir, what is the argument of the Gentleman? It is that for a man of these superior attainments, it would be improper to substitute the Modern for the Ancient Languages. But, if it be wrong for a man of superior knowledge, is it not wrong for one of inferior attainments? If it is wrong for a man who has made these profound acquirements in Greek and Latin, would it not be worse for one who, like Mr. Langton, has taken no Honours at all, but went out in the "poll,"—a class of Students too low to have their names appear in the Calendar? If the argument is strong in the one case, it is much stronger in the other, and I am not at all surprised that Doctor Wilson felt a bashfulness in coming to that passage. Then he says Yale is much inferior to the English Universities, and Harvard no better than Yale, and thinks it strange that I have held them up as superior to Toronto University. That just makes my argument the stronger. If the Toronto Institution is inferior to Harvard and Yale, and Harvard and Yale inferior to Cambridge or London, or Oxford, much more

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later, the Right Honourable Joseph Chamberlain devoted about two hours to a conversation at the Provincial Education Office, with the Editor of this History on the subject of our School Law and its provision for giving Religious Instruction in the Schools.

then is Toronto inferior to the English Universities. Instead of an objection, the remark is therefore, a confirmation of my argument, and refutes the assertion made by the Gentleman himself. He says, indeed, to be sure, that Books are no guide by which we are to judge of a standard in the matter. I am quite sure of that, but I feel confident of my ground when I say that the standing of Harvard College, and of the learned practical men connected with it, are quite as good a security that the Books they put forth are required to be understood by the Candidates coming before them, as there is that the Books put forth by University College are also required to be thoroughly studied. Any imputation on the integrity of the Heads of Harvard College must go for what it is worth. The practical and old, and conservative, New Englanders, who have set their faces against the extremes which have been forced on the people of Upper Canada by the men from Padua, Edinburgh and London, are, at least, as good judges as the latter of what is a proper system for the education of youth.

The Gentleman then made merry with the personal appearance of Provost Whitaker, of Trinity College, and the Reverend Mr. Ambery, and thought the Committee must have been much amused to see those "relics of the dark ages." I am quite surprised that a remark of that kind should emanate from such a source. One of these Gentlemen had taken Classical and Mathematical Honours at Cambridge; the other Classical Honours at Oxford. They came here for the purpose of giving evidence on certain topics which had been brought before this Committee, and which could not otherwise be verified. Doctor Wilson has himself written Books on antiquities, and it came very ill from him thus to refer to those two Gentlemen. He attempted, too, to be quite witty as to the terms used during their examination, "*Responsions*" "*Previous Examinations*," "*Tripos*," etcetera. Now, these terms had been brought forward and are contained in the Statement of Mr. Langton himself, two or three days before the words ever passed my lips, and that without explanation. The two Gentlemen in question were brought before the Committee to explain them, and how they applied to the comparative standard of education in England and Canada. They told us what was meant by *Responsions* at Oxford, by *Previous Examinations* at Cambridge, and made clear to us benighted Canadians the application of those terms which had been introduced by Mr. Langton himself. Doctor Wilson's wit, therefore, when he referred to those profound words which he said must imply a vast deal of learning, was mis-spent, pointless as it was, and did not reach those Gentlemen who, I am persuaded, stand as far before him in accomplishments and profound scholarship as they stand below him in pretensions. He then said the Oxford education was not fitted for the practical duties of life, and went on to deal with the subject at some length. I do not stand here as the advocate of the Oxford System of Education, but I do advocate something of the thoroughness and the disciplinary training practiced on the young men who go to Oxford; and if the Oxford Education does not fit men for their practical duties, then what is the meaning of his own words, that there are no men who can compare with those of Oxford and Cambridge in teaching youth either the highest, or the lowest, departments? The Gentleman's written testimony stands against his present assertions. Does not Oxford fit men for positions of the first order in connection with the Law? We can appeal to the long array of eminent Lawyers and Jurists who drew their first inspiration within the halls of that University. Does not Oxford training fit men by its mental dicipline for the practical duties of Statesmanship? Has not Oxford given us a Baring, a Cardwell, a Spring Rice, a Labouchére, a Canning, a Lord Elgin, a Sir George Cornwall Lewis, a Sir Robert Peel, a Gladstone,—men the glory of any age and of any Country. And surely he could not have thought, when he said Oxford training did not fit men for the practical duties of life, of the Honourable Mr. Cayley, an Oxford man, to whom the phrase was not at all complimentary, nor of His Excellency, who was for some time a Tutor and Examiner at Oxford. I dare say, although, Mr. George Brown would have agreed with his expression of opinion in these last cases. I submit these facts as to the Oxford

Education, which may not fit men to dig for Indian "relics," but it does fit them for practical duties and labours which will perpetuate their names when searches after Indian Relics will have been forgotten.

Sir, I will conclude my remarks on this point by quoting an authority much higher than that of Doctor Wilson, namely, the Report of the Commissioners on Civil Service Examinations for India. These Commissioners, consisting of Lord Macaulay, Lord Ashburton, the Reverend Henry Melville, Professor Jewett, Mr. Shaw Lefevre, (late Speaker of the House of Commons,) do not recommend Options to Students at the end of the first year of their Collegiate Course, with a view of pursuing special studies. Their words are as follows:—

"We believe that men who have been engaged, up to 21, or 22, in Studies, which have no immediate connection with the business of any profession, and of which the effect is merely to open, to invigorate and to enrich the mind, will generally be found, in the business of every profession, superior to men who have, at 18, or 19, devoted themselves to the special studies of their calling. The most illustrious English Jurists have been men who had never opened a Law-book until after the close of a distinguished academical career. Nor is there any reason to believe that they would have been greater Lawyers if they had passed in drawing Pleas and Conveyances the time which they gave to Thucydides, to Cicero, and to Newton." * * * *
"Skill in Greek and Latin Versification has, indeed, no direct tendency to form a Judge, a Financier, or a Diplomatist. But the youth who does best, what all the ablest and most ambitious youths about him are trying to do well, will generally prove a superior men. Nor can we doubt that an accomplishment by which Fox and Canning, Grenville, and Wellesley, Mansfield and Tenterden first distinguished themselves above their fellows, indicates powers of mind which, properly trained and directed, may do great service to the State."

Then, Sir, Doctor Wilson gives you a homily on Scottish University Colleges; says I have mistaken their character; that I do not know anything about them,—for that they are Non-denominational. And he then grew almost eloquent in speaking of Scotland as a Country of brotherly love, where none of the sectarian feeling exists that characterizes "this Canada of ours," since the Students of all Creeds are there educated together, and go forth as one united company for the advancement and welfare of their Native Land. I recollected, when he uttered those sentiments, what I had read in a Book called "Essays on Christian Union," and I found it in the library of Doctor Cook. Here is an extract from it, written by a Presbyterian Minister in Scotland, in one of the prize Essays on Christian Union:

"In no Country where Religious freedom is enjoyed, is party spirit more prevalent. In some it is more offensively displayed, and more deeply tinged with malevolence; but in none is it morely widely spread and more tenacious of its little peculiarities." * * * * "This hot and schismatic spirit, which to a greater or less extent pervades all the Religious parties in Scotland, does not spring from great conscientious differences as to doctrine, or Church order. The Church of Scotland, the Reformed Synod, the Secession Church, the Relief, the United Original Seceders, and the Free Church, are all Presbyterian in their Ecclesiastical Polity; agree in their Doctrine, Worship, Discipline, Government, and ecclesiastical forms of procedure. The Westminster Confession of Faith and its two Catechisms, are the principal standards of them all. It is only in a very few points, and these not points that touch a sinner's salvation, that they are at variance one from another. Nay, farther, the Independents, Congregationalists, Baptists, Methodists and Moravians, all teach the doctrine of justification by faith in the atonement of Jesus; so that it may be affirmed that the doctrines of the Cross are preached with more or less fidelity, by nineteen out of every twenty Ministers in Scotland; and yet there is scarcely such a thing as two Ministers of different Denominations exchanging pulpits with each other. In the most of parties there are laws strictly forbidding it. Were a Minister in some Denominations to venture upon the extraordinary step, he would likely be rebuked by his Presbytery: and, if he did not confess a fault, he would be subject to deprivation of Office and Benefice." (Essay on Christian Union, pages 387-388, —*Reverend Gavin Struthers, D.D., Glasgow.*)

I am sure no one can say that the Denominational Colleges in "this Canada of ours" do not engender feelings of much greater brotherly love than those set forth in this extract, as obtaining in a Country where, the Gentleman says, there are no Denominational Colleges at all. Although on that point, as well as on some others, his history is a little astray, and the Denominational test the Professors were required to subscribe to has only been abolished within the last few years. Then he refers to the Non-denominational Colleges of Ireland and England. He says:—

> "The system pursued by the British Parliament in all recent reforms in higher education, as exemplified not only by the new Scottish University Act, but also by the establishment of the Queen's University in Ireland, and the London University in England, abundantly proves how thoroughly British Statesmen are alive to the importance of the members of a free community receiving their secular education in National, rather than, Denominational Institutions, and being thereby trained to co-operate in all the great public duties that devolve on a free people."

The Colleges of Ireland, Sir, although, by their constitution, they are Non-denominational, yet for practical purposes they are made to partake to a great extent of that character, owing to the composition of their Faculties. The College in the North, at Belfast, has, for the most part, Presbyterian Professors at its head. Cork is chiefly Roman Catholic; Galway, chiefly Church of England. Thus the views and preferences of the various classes of the community are met. But the Gentleman refers especially of the London University as showing the views of Britsh Statesmen in training up the youth of its different Denominations together in the course of their College education. What is, however, the fact? Of over forty Literary Institutions and Colleges in England which are affiliated with the London University, and apart from the Medical and Law Schools, there are only two, or three, that are Non-denominational, of which University College is the chief. The very object of the establishment of London University was to offer facilities for training up young men in these Denominational Colleges. Here is the Calendar wherein we read as Affiliated Institutions; "The Wesleyan Institution, Sheffield; "the Wesleyan Institution, Taunton;" two, or three, Baptist, two, or three, Presbyterian Colleges, two or three of the Church of England,—the young men who receive education in these, going up to the University of London for the purpose of receiving their Degrees. It is not a little singular that the Non-denominational College, at first constituting the University, is now as distinct from it as any of the others. Its supporters, it should be also remarked, do not sponge upon the English Government for the maintenance of it. Its own resources, arising from voluntary contributions like those of the Wesleyan, Congregational, and Baptist Colleges, are made to pay for its Buildings, and it does not receive one farthing from the State. Let the advocates of Non-denominational Colleges here put themselves in a similar position, let them put their shoulders to the wheel in the same way,—let them pay, individually, as I have paid within the last two or three years to my friend, Mr. Poole, some £150 as a contribution to Victoria College,—and others have paid more in proportion to their means than I have. Let them beg, as I did in England, some $25,000 in 1835 and 1836,* and then meet their fellow subjects face to face, Why, University College is the most complete free school in Upper Canada, the whole Province being taxed for it, while its advocates do not contribute a farthing towards its expenses. For Doctor Wilson to allow the Buildings of his Institution to be quietly erected for him, and then came forward and exclaim against us, denounces us for asserting our right to a single farthing from the State, is a course of proceeding quite original with himself and his friends, and worthy of their cause.

[Note.—Doctor Ryerson here handed in a list of the Colleges affiliated to London University, and said that, if the History Doctor Wilson taught his classes were generally as faulty as his facts about the Non-denominational character of the Colleges affiliated to the London University, his pupils could not be very much edified by his prelections. He then continued:]

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*The details of this "begging" visit to England are given in Chapter XV of the Second Volume of this Documentary History.

Doctor Wilson says, further, that Cambridge and Oxford are Denominational, in contradistinction to the Scottish Universities. It is very well known that, in past times, they were to a great extent close Universities, but years ago Religious Tests were abolished at Cambridge. He seems, however, to be ignorant of this, as also of the changes which have taken place at Oxford, and I will, therefore, read part of the Statute of the British Parliament abolishing Tests for Students there:

> "From and after the first day of Michaelmas term, 1854, it shall not be necessary for any Person upon matriculating in the University at Oxford, to make, or subscribe, any Declaration, or to take any Oath, any Law, or Statute, to the contrary notwithstanding.—(17th and 18th Victoria, Chapter 81, Section XLIII.)
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> "From and after the first day of Michaelmas term, 1854, it shall not be necessary for any Person, when taking the Degree of Bachelor in Arts, Law, Medicine, or Music, in the University of Oxford, to make, or subscribe any Declaration, or take any Oath, any Law, or Statute, to the contrary, notwithstanding."—(Section XLIV.)

So, Sir, even at Oxford itself, that Alma Mater of the "relics of the dark ages," this Test has been abolished. In the Scottish Universities, while the Test has been done away with too, the Church of Scotland has a Theological Faculty, just as the Church of England has Theological Professors at Oxford. Doctor Wilson then says that the absence of a Test in our Victoria College is a "mere play upon the words," and expresses himself thus:

> "Credit has been repeatedly claimed of late by Victoria College, that it has no Tests, but such a Statement is a mere play upon words; what real difference is there between requiring that a Professor shall sign the prescribed Creed of a Church,—be it the 39 Articles, or the Westminster Confession of Faith; or that he shall satisfy the Wesleyan Conference, or other Ecclesiastical Court. In reality the latter is the more stringent of the two. There is, of course, no Test for Students. It is only too well known that not in Methodist Colleges only, but also in Roman Catholic Colleges, all are welcome who are prepared to submit to their teaching."

The spirit of the last sentence in this passage is kindred to that of *The Globe*, in its palmy days of High Protestantism, and the insinuation involved in it against Victoria College cannot be misunderstood. Victoria College has been in operation some 25 years; it has not to acquire its character from the testimony of the learned Gentleman of this day. It has performed its work,—a work that sinks deeply into the hearts of the people of Upper Canada,—and has given many a spotless mind, a vigorous character, a patriotic heart to the Country. And what is the fact with regard to its operations? There have not only been Sudents there, of all Religious Persuasions, but, during the last 25 years, even the most slanderous papers of Canada have never written a single paragraph as to the proselytizing influences of that College. Not only Students, but Professors of the Church of England, and of the Presbyterian Church have been connected with it, and amongst others, I may mention the Reverend Mr. Ormiston, who was not only a Student there, but who, although a Presbyterian, afterwards became a Professor. Thus it may be seen what kind of Test, what kind of surveillance the Wesleyan Conference has exerted over Victoria College. That Body has never interfered with the appointments of the Board, which appoints and removes the Professors, and is composed equally of Laymen and Ministers. I rejoice that I was the instrument of getting for Victoria College, in 1836, the first Royal Charter ever given to any Religious Body in the Colony not connected with the Church of England; though in doing so, I differed in opinion from the late venerable Reverend Doctor Bunting, he objecting to regard it as a Wesleyan College, because its Charter prohibited any Religious Test. I may say that the spirit of that Clause has been acted upon to this day. When I was connected with Victoria College, there was a Roman Catholic Student there,—there are two there now—and as much care was taken, and is taken, and the authority of the College is as much exercised to provide, that Students of other Creeds should have Religious Instruction as the Wesleyans, from Ministers of their own Church.

Then, Sir, Doctor Wilson impugns another statement of mine, not on his own authority, but on that of Mr. Langton, in whom he says he has full confidence, as to the comparatve efficiency as Teachers of Grammar Schools of the Graduates of University College, and those of other Colleges. And he presented a formal indictment against me to the Attorney-General for Upper Canada, drawing his attention, as an Adviser of the Crown, to what I had said. The intention of the appeal was manifest. It was with a view to my dismissal from office. Sir, if my Official position depended upon the course I have taken in this question, I should take the course I now take, and cast office and its emoluments to the winds, sooner than abandon the rights and interests of a People with whom I have been associated from my youth. But, Sir, I think the Ministers of the Crown are not such men as the Gentleman imagines. Nevertheless, I take my stand, and I will bear the consequences. If my Office depends on the course I pursue this day, let it go, and let me betake myself to the kind of labour in which the sympathies of my heart, especially at my period of life, are most deeply enlisted. He tells you my statement must be incorrect, and quotes what he says is an expression of the Reverend Mr. Ormiston's. Sir, I should require better testimony than that to believe that Mr. Ormiston would say anything to my disparagement. I refer to the Reports of the Inspectors, which give their opinions, and these, as the Members of the Committee may see, bear out the truth of my remarks. I doubt whether Mr. Ormiston used the expression attributed to him,—here is his Report, and the Report of Mr. Cockburn too, both speaking for themselves. I cannot give implicit credit to the statement of the Gentleman upon the subject, because, in the same speech he introduced the name of the Honourable J. C. Morrison as a Witness that I had supported and voted for measures to which I now object. I took the liberty yesterday, of putting, through the Chairman, a question to Mr. Morrison on the subject, whether he remembered these proceedings. What was his answer? That he did not recollect them, nor the course I pursued. I leave the Committee to decide between the Gentlman's assertion the other day and the testimony of Mr. Morrison. And if he was so far wrong as to his statement of what Mr. Morrison had said, it is too much to assume that he may have been as far wrong in regard to the imputations he ascribes to Mr. Ormiston. The learned Professor has remarkable facility in appealing to private conversations in support of his position. He has referred to private conversations, not only with Messieurs Ormiston and Morrison, but with myself, although when, or where, I have no idea, as I never called upon him in my life, on any educational matter. He used to pop into my Office sometimes on various pretexts. What passed, I know not; but I cannot permit that Gentleman to be the interpreter of my views in private conversations sought by himself, any more than I can pass without rebuke, the conduct which, without the permission of the parties concerned, publicly retails, for party purposes, its own versions of private conversations. If such a violation of the conventional laws of private life is tolerated, no man's character is safe. I have now done for the present with the learned Gentleman, and I hope I may ask him, as he sneeringly asked Mr. Nelles, after his cross-examination, "are you satisfied?"

Reply to Mr. Langton and Dr. Wilson, in connection with each other. Now, Sir, I address myself to the statements, common both to Mr. Langton and Doctor Wilson, and I have grouped them under distinct heads, that the Committee's attention may be the more easily directed to the salient points of this Question. First, they both agree as to the University Law on this subject; they both say that that law could not have intended anything of the kind I assert. Mr. Langton says that "Mr. Baldwin's Act of 1849, required every Person to go to Toronto for a Collegiate Education," while Mr. Hincks's Act of 1853, "provided that Students might be educated wherever they pleased." What is the common sense, honest inference from that? Does not this admitted object of Mr. Hincks's Bill, imply, that young men shall be as much encouraged to pursue their education elsewhere, as in Toronto? How can this be done, unless the Colleges they attend, are equally aided with that at Toronto,—how can they be equally encouraged in other parts of the Province, as in Toronto, while you say to them at the same time, "although you may pursue your studies elsewhere, you shall not receive a sixpence, unless you come here; you may strive after education where you please, but you must starve, unless you come to Toronto." No! the law means to say that the youth of Upper Canada shall be equally aided during their whole course of training, wherever carried on. I have a better opinion of the Legislature, than to think they intended to encourage youth in pursuing studies, in various parts of the Province, without placing the Institutions in which they are to be educated, on equal footing, as regards Public aid. It is as absurd, as it is unjust and insulting to the parties educating their youth in Colleges, in different parts of the Province, to pretend, as the Law says, that "they shall be encouraged" to do so, and yet to discourage them from doing so, as the Law has been administered, by refusing aid to any College but one, in Toronto. The people never asked, or thought of asking, to be tolerated to educate their youth "in various parts of the Province." They always had that right. The Law did not pretend to give them a right which they already possessed, but to "encourage" them in the exercise of it. The spirit and objects of the Law are the very reverse of Mr. Langton and Doctor Wilson's interpretations of it. Mr. Langton says, "The Senate has done nothing to prevent Students from coming to Toronto University for Degrees." What a great privilege is this, when the Degrees are but the dicta of the Professors of University College! To talk of the Students of other University Colleges going to Toronto for Degrees, under such circumstances, is only to add insult to injury. The Degrees of these University Colleges can suffer nothing in comparison with the Degrees conferred at Toronto University, especially since young men can get a Degree there, with attainments in Classics and Mathematics, scarcely above those required for Matriculation in former years, when the Honourable Mr. Allan and others of his time, pursued their Collegiate Studies. What is required to "encourage" youth, (as the Law expresses it), to "prosecute and complete their studies in other Institutions in various parts of the Province," is not going to Toronto for Degrees at the end of their Course, but to aid in the prosecution of studies during that Course; aid in the acquisition of what is necessary for Degrees. To offer a man the latter, without aiding him to do the former, is like offering a man the title of M.P.P., if he will find a constituency and get himself elected to Parliament. Degrees, especially such as are now given at Toronto, are scarcely worth going for; the only thing of real value is the Collegiate education of which a Degree should be a symbol. It is the substance, not the mere shadow, which the Law intended for the "various parts of the Province;" otherwise, it was a mockery and an insult, which the Legislature could never have perpetrated upon the Country.

I next address myself to the question of the University Building and Expenditures. The first inquiry is, did the law authorize the erection of such Buildings, the purchase of a Library and Museum? Mr. Langton appealed to the Act, 16th Victoria, Chapter 161; but that Act simply speaks of the erection of Government Buildings, and has not the slightest reference to the erection of University Buildings, any more than has the Act authorising the erection of Public Buildings at Ottawa. There is, therefore, not a shadow of legislative authority for the erection of the University Buildings in the Act to which Mr. Langton has referred, as having passed contemporaneously with the University Act. The authority, therefore, for the erection of these Buildings must be found, if it exist at all, in the University Act, and to this Mr. Langton has not ventured to appeal. The phraseology of this Act, in contrast with that of the former Charter and Act, is worthy of special notice. In the former Charter and Act, the provisions for the erection of Buildings, etcetera, are full and explicit; in the present University Act, the guarded and qualified phrases, "current expenses," "ordinary repairs," "permanent improvements and additions to the Buildings on said Property," are employed, instead of the full and explicit authority for the erection of Buildings, etcetera, given by the former Charter and Act. This difference of phraseology alone in the Acts referred to, is conclusive as to the design of the present Act. I confess that, until within the last two years, or so, I had no doubt as to authority having been given by the present Act for erection of Buildings and all other purposes for which the Senate has recommended Expenditures. I knew the scope and design of the present Act; but I did not know that the powers of the Senate had been limited on the subject of Buildings, etcetera, until some two years since, when I heard that a Legal Gentleman in Toronto had expressed an opinion that the Senate had no legislative authority for the Expenditures it was incurring. I then examined the law; and the result was the conviction which I have expressed, and the conviction has been confirmed by the perfect failure of Mr. Langton to adduce a shadow of legislative authority for such Expenditures, beyond that of alleged necessity and expediency.

He has enlarged upon the importance of a Provincial Library and Museum. Who questions that? But the Library of Parliament is a Provincial Library; and if any other Provincial Library, and a Provincial Museum, be established, a Provincial Grant should be made for that purpose. The Law, as it appears to me, no more authorizes the purchase of a Provincial Library, and a Provincial Museum, out of a Fund designed for College Education, than out of the Funds designed for Grammar and Common School Education.

Then, as to the extravagance of Expenditures, that is a matter of opinion; what may be economical in one case, may be very extravagant in another. The Honourable J. C. Morrison was yesterday called as a Witness and asked two Questions. The one was, what was the former Estimate for the Buildings of Old King's College? To which the correct answer was given, Two hundred thousand pounds. The second Question was, what was the estimate of Chief Justice Draper and others, for the present University College Buildings and Library? The equally correct answer was, One hundred thousand pounds. The Toronto College Advocates of Expenditures seemed to think the case was settled beyond further dispute; but they forgot that between 1849 and 1853, under Mr. Baldwin's Act, and under Mr. Baldwin's Administration, an Estimate was made, a Plan adopted, and Tenders given in for University Buildings, at the expense not of One, or Two, hundred thousand pounds, but just Twenty thousand pounds, (£20,000). I submit that the Estimate made under the auspices of Mr. Baldwin's Government is a higher authority, than that to which appeal is now made by Mr. Langton. But, if the authority of Mr. Baldwin's Government is of no weight, let the example of the Imperial Government speak. That Government, by the liberality of Parliament, has established and erected the Buildings for three Queen's Colleges in Ireland. The splendid and spacious Buildings of those Colleges, cost, the one at Belfast, £34,357; the other at Cork, £32,899; the third at Galway, £32,743. And yet in each of these Colleges accommodations were provided for the Faculties of Law, as well as of Medicine, in addition to the Faculty of Arts, and for the residences of both the Principal and Vice Principal. In the presence of such facts, you may judge of the economy of the Vice Chancellor, and of the Senate of the Toronto University, in expending already upwards of $300,000 in buildings for the single Faculty of Arts, and the examinations and conferring Degrees by the University. The attendants and all other matters of equipage must, of course, correspond with the magnificence of the Buildings; and, therefore, you have no less than 45 officers connected with the establishment, eleven Professors, and 34 other Officers and Servants, besides 29 Examiners.

Then Mr. Langton complains that we not only object to his Expenditures, but that we represent him as auditing his own Accounts, and says, that "as Auditor he has no control over the Bursar's Accounts." Who said that "as Auditor," he had such control? What was asserted, and what he now admits, was, that as Vice Chancellor he directed these expenditures, while as Auditor he audited the Accounts of them. Mr. Langton, as a pluralist, holds the double office with the double salary of Vice Chancellor and Auditor. As in the case of a former Lieutenant Governor of

Upper Canada, who had the habit of granting lands to himself,—his Patents running somewhat thus: I, Peter Russell, Governor, etcetera, grant to thee, Peter Russell, Gentlemen, etcetera;" so, I, John Langton, Vice Chancellor, direct the payment of University moneys for various purposes to the amount of some £400,000; and then I, John Langton, Auditor of Public Accounts, audit and I find correct the Accounts of moneys which I, John Langton, Vice Chancellor, have ordered to be expended and paid." This is the financial branch of the University System which Mr. Langton, Graduate of Cambridge, has come over from England to establish among us Non-graduate Canadians in "this Canada of ours." We being Non-graduates, of course, know not how much money should be expended in the erection of College Buildings, or how it should be expended and accounted for; and we must, therefore, bow in submissive silence and gratitude to the Graduate learning and authority, which condescends thus to spend our money for us!

But here, Doctor Wilson adds his authority to that of Mr. Langton. He tells us, that "these College Buildings at Toronto are not too good!" and then quoting from a Wesleyan Committee Pamphlet on the University Question, the words, "History teaches that just in proportion as Greece and Rome lavished their resources upon stone and marble, upon the material and the inanimate, they declined in the intellectual and the moral," the Professor of History became indignant at such non-graduate barbarism, and waxed eloquent in praise of "stone and marble," reciting in long array the names of famous Greeks whose original works he never read, and declaring that the greatest age of Greece,—the age of Pericles,—was an age of "stone and marble" magnificence. But the learned Professor seemed to have forgotten that in that very age were deposited seeds whose fruit ripened in the decline of Grecian intellect and greatness. He forgot that the golden age of Rome under Augustus and his immediate successors,—during which the resources of an Empire were lavished on the magnificence of a city,—was followed by a silver age, and that by an iron age. He forgot that from the age of Louis the Fourteenth,—the golden age of French magnificence and pomp,—commenced the decline of the moral and intellectual grandeur of France. Why, if Doctor Wilson's doctrine be true, we have only to pave our streets with stone, and build our houses with marble, in order to become the greatest people of America! We have seen individuals practice this doctrine by lavishing their resources in erecting and furnishing magnificent Buildings, and how great they soon became!—Yes, great in poverty, and their families great in wretchedness.

Such is the practical and doctrinal economy of Mr. Langton and Doctor Wilson, in regard to University Buildings and Expenditures. But, in the midst of this scene of "stone and marble" magnificence, Mr. Langton becomes liberal, and Doctor Wilson economical,—the latter thinking that something may be saved from the Endowment, and the former, that a Surplus may be given to the Grammar Schools. What a pity that this fit of liberality to the Grammar Schools had not seized Mr. Langton some years sooner, before his expenditures on Buildings at Toronto had reduced the Income of the University some £6,000 per annum, and when £50,000 might have been given to the Grammar Schools, and then £40,000 left for Buildings, and yet the Income Fund be equal to what it is now.

I next advert to what has been admitted and pleaded in regard to the standard of Matriculation, or of admission to University College. It is admitted that the standard has been lowered,—so much so, that Mr. Langton says in his Memorial to the Legislature, that "the true standard of comparison should have been between the former Matriculation Examination and the present Examination at the end of the first year." The fact, therefore, alleged by the Memorialists on this point is admitted to its full extent. Mr. Langton assigns as one reason for this reduction, that "the high standard of Matriculation in King's College, was a subject of loud complaint;" and Doctor Wilson has said, that "the standard of Matriculation in old King's College, was equal to a Degree in the Scottish Universities," thereby admitting that his

College course did not advance beyond that of a Canadian youth matriculating in old King's College. Now, as to Mr. Langton's Statement, I venture to say that not a Member of this Committee, nor a man in Upper Canada, ever before heard a complaint against old King's College on account of its high standard of Matriculation. The sole objection to old King's College, was its connexion with one Religious Persuasion, and the alleged expense of it. And I will show that Mr. Langton himself never thought of such a reason for reducing the standard of Matriculation until very recently. King's College ceased to exist as such in 1849, when Mr. Baldwin's Bill creating King's College into Toronto University was passed. The parties who had chiefly contributed to establish King's College, refused all connexion with Toronto University, and soon commenced the establishment of the present Trinity College in Toronto. The Senate of Toronto University was constituted by the appoinment of several new Members,—myself among the number. Now if there were a shadow of truth in Mr. Langton's statement, that "the high standard of Matriculation in King's College was a subject of loud complaint," steps would have been immediately taken by the Senate appointed by Mr. Baldwin's Administration to lower that standard; yet during the operations of Mr. Baldwin's Act from 1849 to 1853, not a word was heard in the Senate, or elsewhere, about lowering the standard of Matriculation, which remained precisely as it was in King's College. Then, when the present University Act was passed in 1853, intended to separate University College from Toronto University, (but which have strangely got together again, contrary to the avowed objects and express provision of the Act), and a new Senate constituted, including Mr. Langton himself, the whole course of Studies was considered ,and revised, yet the standard of Matriculation was actually raised instead of being lowered. In the subjects of the old King's College Matriculation, the same Books were prescribed. The only change was, substituting the word "or" for "and" between Xenophon and Lucian, and extending the Examination in Roman History from Augustus to Nero, and adding the Elements of Chemistry and Natural Philosophy. Thus the standard of Matriculation in King's College remained unchanged, except being slightly raised, until 1857, when a new and anti-classical element, of which Doctor Wilson was the most active ingredient, was introduced into the Senate; and that is the secret of a full year's reduction in the standard of Matriculation, and that some three years after, (according to the Returns), the lengthening of the period of Study from three to four years. These facts, therefore, entirely disprove Mr. Langton's Statement as to the loud complaint against the high standard of Matriculation in King's College, as also his other Statement, that the standard of Matriculation was lowered when the period of study was extended from three to four years.

Mr. Langton contends, but without proof and against fact, that the Course of Studies has not been reduced, and is not inferior to that of the English Universities, while Doctor Wilson ridicules the idea of our thinking of so high a Course of Studies as that of the English Universities! The Reverend Mr. Ambery,—an Honour Oxford man,—has stated in evidence his opinion, that the Matriculation Examination at Oxford, (called "Responsions",) is about equal to that required for an ordinary Degree in the Toronto University, and that the second, or Intermediate, Examination at Oxford is nearly equal to that required for a Degree, with Honours, at the Toronto University. But I shall discuss this part of the subject when I come to the question of Options.

I beg now to draw your attention to Mr. Langton's Statements, respecting Scholarships. The combined effort to prove that I had supported the proposal to establish Scholarships amounting to $12,000 per annum, having utterly failed, and the statements against me on that point, having been disproved by the Official Records themselves, it has been abandoned, as also the assertion that the System of Scholarships proposed to be established in 1854, was the same as that now established. I have settled these points in my reply to the statements contained in Mr. George Brown's questions. But Mr. Langton has employed much time and space in exhibiting in imposing array, the number of Scholarships established in the Universities in England and Ireland; but, singular to say, every one of his quotations is unfair and inapplicable to the purpose for which he adduces them. The object of his quotations is to justify the establishment, at the expense of the University Funds, of a large number of Scholarships in Toronto University, but really, for the benefit of University College, and to the injury of all others; and he so introduces his quotations, and argues from them, as to convey the impression, that the System of Scholarships in England and Ireland is the same as that established at Toronto, whereas the fact is, that the Scholarships to which Mr. Langton has appealed, are not University Scholarships at all, except those of the London University, which he admits to be only nine, (but which he multiplies into forty,) for forty affiliated Colleges in Arts and Law, and seventy in Medicine. The Queen's University in Ireland has not a single Scholarship, and expends only £475 per annum in "Exhibitions, Prizes and Medals," for three Colleges, and in the three Faculties of Arts, Law, and Medicine. The Scholarships in Ireland have not been created by the Queen's University at all, but by Royal Patent to each College separately, and independent of the University, and designed at the establishment of each of the Colleges, to encourage and enable Students to attend them from classes in society in Ireland, where higher education had been little cultivated. For that purpose, a Grant to each College was made, of £1,500 per annum, and over it the University has no control, nor of the Scholarships established by means of it. To have anything like it in Upper Canada would require a special and separate Grant to each College, independent of the University,—the very system which Mr. Langton, and Doctor Wilson oppose, and for which no one has made application. Then, all the University Scholarships at Cambridge are just nineteen, and are as follows: Craven Scholarships, 2; Browne Scholarship, 1; Bell Scholarships, 8; Porson Scholarship, 1; Tyrwhitt Scholarships (Hebrew), 3; Crosse Scholarships, (Theological), 3; Pitt Scholarship, 1; in all 19. Not one of these Scholarships was founded by the Government, or the University, but by the individuals whose names they bear, except the Pitt Scholarship, which was founded jointly by the Pitt Club and the subscribers to Pitt's Statute. All the other Scholarships at Cambridge are College, (not University,) Scholarships, established at various times by individual liberality, for one, or other, of the seventeen Colleges at Cambridge, and over which the University has no control. The Prizes for the encouragement of Literature, whether open to competition for the whole University, or limited to particular Colleges, have been established by individual gifts, or legacies, in the same way. The Cambridge Calendar remarks, that three-fourths of the Prizes, free and open to competition for the whole University, are given for Classics and English Composition, and more than half of the Annual Prizes in the different Colleges are given for the encouragement of Classical Literature,—a branch of learning quite at a discount with Mr. Langton, and Doctor Wilson.

Mr. Langton, quoting the Report of the Royal Cambridge University Commissioners, says, "It appears that at Cambridge, including the Colleges and the University, there are about 645 scholarships, or one to two students." Now, he could not have but known that of these 645 scholarships, only nineteen of them were University Scholarships, not one of them founded out of Public Funds, and all of them in past times by individual beneficence. As abuses have arisen in connection with the Trusts and the application of the Funds arising from them, the Royal Commissioners recommend the interposition of Public Authority to correct such abuses, and secure a better application of the Income of such gifts and legacies, under the direction, not of the University, but of the Colleges, to which the gifts and legacies belong. Now, it is Scholarships thus created, and thus controlled, that Mr. Langton adduces as authority for the system of Scholarships established by the Senate at Toronto, out of the University Endowment. Nothing can be more unfair and fallacious than such quotations and references, without any intimation whatever as to the origin, character, and relations of the Scholarships, but with the assumption throughout that the Scholarships referred to were analagous in those respects to the Scholarships of the Toronto University.

Then Mr. Langton refers to Scholarships at Oxford in the same strain, remarking that "at Oxford the information is more precise in some respects, and more capable of comparison with ourselves, as the number of Undergraduates holding Scholarships is given, as well as the total cost." Now, from the evidence of the Reverend Mr. Ambery, and as may be seen by the Oxford Calendar, which I have here, the University Scholarships of Arts, Law, Hebrew, Sanscrit, etcetera, do not exceed twenty-three,—not one of them founded by the State, but every one of them by private benefactions, under special Regulations. All the other Scholarships are College, (not University,) Scholarships, founded by individuals during the last few centuries, controlled by each College as a trust, according to the terms of the Will, or gift, in each case. These are the Scholarships to which Mr. Langton refers, and it is to the improved management and distribution of the Funds arising from those private benefactions to the several Colleges, that the Royal Commissions refer in their recommendations. But all Mr. Langton's references and quotations convey the impression that these College Scholarships and Fellowships founded by private individuals, are analogous to the Toronto University Scholarships, created out of a Public Endowment. The Royal Commissioners, referring to these Scholarships, say: "We have shown that the original object of Foundations was to support poor Students in their education at the University;" and they head the very Section, from which Mr. Langton makes his extracts in the following words, expressive of the nature and object of the Scholarships: "Application of College Revenues to Stimulate and Reward those who have not yet entered the University." The Scholarships at Oxford, threfore, are essentially different in their origin, objects, relations and control, from the Scholarships established by the Senate of Toronto; and Mr. Langton's quotations and their applications have not been fair to the Committee, any more than they are fair to the public.

I will next notice Mr. Langton's statements, endorsed by Doctor Wilson, in regard to Options, or the choice by Students of one or more branches of study to the neglect of others. The following is the System of Options established at Toronto University College as early as the end of the first year, as given in the Calendar for 1859-60: "Candidates for Honours in any department, who have also in the first year obtained University first-class Honours, either in Greek, or Latin, or Mathematics, or in both Modern Languages and Natural Sciences, are not required to take any branch in which they have passed the University Examination the first year, but such Candidates, having been only examined in pure Mathematics in the first year, must also take applied Mathematics the second year." Here it will be seen that, if a Student obtains first-class Honours in any one of these subjects at the end of the first year, and only passes the ordinary, or pass-examination in the others, he may thenceforward omit them; for a Student becomes a first-class Honour-man by taking first class Honours in one subject only. Thus a Student may take a Degree, even in Honours, with but one year's pass Course of Study in Classics and Mathematics; and that when, as Mr. Langton has admitted in his Memorial to the Legislature, the standard of Examination at the end of the first year is only equal to the Examination of Matriculation in former years. And this emasculated and sham system of Collegiate education, Mr. Langton tells you has the sanction of the example of the English and Irish Universities! In the last part of my Evidence at my first Examination (page 41), I quoted the Report of the Queen's College Commissioners, that no Options whatever are allowed by the Queen's University in the examination for B. A., in the four subjects of the Latin Language and Literature, the Greek Language and Literature, and a Modern Foreign Language, and Mathematics. Yet, in the face of this express language of the Report, which I have quoted, Mr. Langton represents the Queen's University in Ireland as permitting a different system! He says I have partially quoted the Report, that on the page next to that from which I quoted, the Commissioners recommended a change. But, Sir, the Commissioners objected to the System of Options proposed to them, and recommended a two-fold Examination for Degree,—the one embracing the subjects of the first two years' Course at the end of two years, and those of the last years' Course at the end of that year; and this change in the time and number of the University Examinations was recommended with the express view of preventing the System of Options in the four essential branches prescribed: for the Commissioners say,—

> We believe that a general education forms the soundest basis on which pre-eminent merit in particular branches of Literature and Science can rest." * * * * * * "With the view of securing the proficiency of the Student in all subjects, and, at the same time lightening the burden on the Student, who is now obliged to keep up his knowledge in the compulsory as well as optional group to the end of the third year, it has been suggested that a final Examination should take place in some of the subjects by University Examiners, within the College walls, at some period before the conclusion of the Course. We are of the opinion that, after the second year, there should be an Examination in all the subjects studied in the first two years, and that it should be final in regard to all subjects not included in the group selected by the Student for the A. B. Examination." (Pages 19, 20 of Select Committee Proceedings.)

The object of the Royal Commissioners, therefore, even in a high and very severe course of Collegiate Studies, was to prevent any Optional Studies during the first two of three years' Course of Study,—to allow Optional Studies but one year; whereas in the Toronto University System, Optional Studies are allowed three years out of four. During two-thirds of the Course of Studies in the Queen's Colleges in Ireland, there is no Option, or interruption whatever in the studies of Latin, Greek, and Mathematics; in Toronto University, Options are allowed in either, or all, of those studies during three-fourths of the Course.*

Next Mr. Langton refers to the London University; but here although the Degree of B. A. has been divided into two, namely, a First B. A. and a Second B. A., the latter being equal to the B.A. under the former system; there is no Option whatever in the subjects of either of the two Examinations; and the subjects of the two Examinations include the Latin and Greek Languages and Literature, Mathematics, Logic and Moral Philosophy, besides other subjects, as may be here seen in the last Calendar of the London University.

Then Mr. Langton also appeals to, and quotes largely from, the Reports of the Cambridge University Commissioners; but his own quotations refute his conclusions; for the Royal Commissioners recommend, (what was not allowed before), that some choice of studies be allowed to Students during the last four Terms out of the nine Terms of actual residence and study; that is from the latter part of the second year. (there being three Terms in a year at Cambridge,) a Course of Studies under certain guards and restrictions be allowd to Students; but then only after passing the "Previous Examination," which Provost Whitaker states in his evidence to have been made equal to the former Examination for B.A., at Cambridge. And yet Mr. Langton coolly adduces such recommendations to sanction Optional Studies in the Toronto University, at the end of the first year, and that without any such Previous Examination as the one required at Cambridge.

Mr. Langton also appeals to the recommendation of the Oxford University Commissioners; but they are more completely against him than those, (as I have just shewn,) of the Cambridge University Commissioners. Mr. Langton quotes the Oxford Commissioners, as recommending a choice of studies to be allowed to Students during the latter part of the Course; but he adroitly avoids saying, or quoting any passage, by which the Committee might judge as to how long a time was meant by "the latter part of the Course." Now, the very heading of the recommendations from which Mr. Langton has quoted, is as follows:—"Liberty of choice in subjects of Study during the last year." Had Mr. Langton quoted these words, it would have made the fallacy of his argument transparent in a moment. Out of a four years' Course of Study at Oxford, the Commissioners recommend that there may be liberty of choice in Subjects of Study during the last year of the four; while Mr. Langton's system establishes it three years out of the four!

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*It will be seen that Mr. Adams strongly objects to the System of Options, or Elective Studies. See note on page 198 of this Volume.

Thus do the authorities, professedly quoted by Mr. Langton, condemn in every instance his wretched System of Options, and sanction the views which we have maintained, that Optional Studies should only be permitted to a limited extent during the latter part of the Collegiate Course,—that allowing a choice of studies at the end of the first year of a Collegiate course, is as injurious to a thorough University education, as allowing a child at school, at the end of the first year, to choose his studies, would be fatal to a thorough elementary education.

April 26th, 1860. The Reverend Doctor Ryerson continued his Statement in reply to Messieurs Langton and Wilson, as follows:—

In resuming the observations which I was making yesterday, I may remark that a large portion of my reply was not in answer to what is contained in Doctor Wilson's written Statement, which may be read in a little more than half an hour; his speech occupied considerably more than two hours, and nearly all the points to which I referred were mentioned in his speech as delivered, but which he has not incorporated in his written Statement. They were designed for the Committee, it appears; not for the Country at large. How far such a course is fair, or manly, I leave others to judge. On the other hand, there is much in the Written Statement of Mr. Langton which was not contained in his speech.* To that I have no objection. In view of what may possibly occur hereafter, and to justify myself in the eyes of the Committee, my friends and the Country, I make these explanatory remarks.

I omitted one, or two, points connected with the topics to which I alluded yesterday; one was in regard to the standard of Matriculation. It is admitted on all hands that the standard of Matriculation at Toronto University has been much lowered, and, I think as I have shewn, not for the reason assigned. It has been reduced considerably lower than that of the old King's College, and other University Colleges, and one reason given was the incompetency of the Grammar Schools to give that preparatory education necessary for Matriculation at the University according to the former standard. This objection has been repeated by all who have spoken on the other side of the question, in various forms, and with various degrees of impressiveness. Now, Sir, perhaps no one knows better than I do the position of our Grammar Schools, how much they stand below the standard to which I would wish them elevated, or the inconvenient and undesirable circumstances in which the Masters of many of them are placed. But it is one thing for the Masters of Grammar Schools to be in poor circumstances, and quite another thing for these Masters to be incompetent. It is possible that there may be competency combined with poverty,—competency on the part of the Master, combined with a deficiency of materials within the Schools, and a want of resources to place them in that position which the generosity and judgment of the Trustees would desire, had they the power to do so. When the Statement is made to you, that the intention of the reduction of the Matriculation standard was to prevent a monopoly in behalf of Upper Canada College, I ask what is the plea for the existence of Upper Canada College, except that it was designed as an Institution for the Province? What is the reason for its existence at this day, except that it was intended especially as a feeder to the Provincial University College; that it was designed to take up our youth at a stage when they had advanced beyond the competency of ordinary Grammar Schools, and gather them there for the special purpose of preparation for the Provincial University? Why else is it that £5,000, or £6,000 per annum has been given to Upper Canada College, and from £50 to £200 only to each of the Grammar Schools, except that the College had work to do superior to that of the Grammar Schools? That College was established for Upper Canada, not for Toronto, else its Endowment should be abolished to-morrow, since Toronto is as well able to support its own Grammar School as any City, or Town in the Province. The policy of the Senate of the University should have been to send young men to Upper Canada College, to prepare them there for admission to the University. In the face of its Endowment, in the presence of the past facts in the history of that Institution, of the recommendations of past years as to its sufficiency, of its being placed,—not under the direction of an ordinary local Board of Trustees, but of a Provincial Senate; in the face of all this, it is strange these Gentlemen should plead that they reduced the standard of Matriculation in the University, in order not to give Upper Canada College an advantage over other Grammer Schools. Can anything be more inconsistent, or absurd, more contrary to facts, more opposed to the very nature of things? Sir, I repeat, if it is not the design of Upper Canada College, by its large Endowment, to accomplish the purpose of which I speak, it ought not to exist for a day, and the other portions of Upper Canada ought to claim that the revenues now set apart for the support of that Institution be distributed among the various Grammar Schools of the Province. Sir, this very plea of Mr. Langton and Doctor Wilson, is the death knell of Upper Canada College. But what are the facts in regard to the Grammar Schools? Look over the Masterships of the Grammar Schools of the Country, and wonder how men can have the face to make assertions of this description. If you begin at Cornwall you will there find one of the most accomplished young men of the Country, whose mind is as energetic as it is finely cultivated, the Reverend W. H. Davies, a Trinity College man. Is Mr. Barron, of Cobourg, unfit to train up young men to be Teachers? Is the Master of Kingston Grammar School incompetent? Is the Master of the Grammar School at Brockville incompetent? Is that most accomplished and most able Master of Barrie Grammar School, incompetent, who has competed successfully with Upper Canada College itself in regard to both Scholars and Honours. I will ask whether the Master of Galt Grammar School, a Graduate of Toronto University, who was distinguished as a Teacher in Hamilton Grammar School before he went to the University, and has also I believe, distanced Upper Canada College in the number of his Pupils who have taken Honours in University competition, is incompetent. Is the accomplished Master connected with the School at Hamilton, which even though it is called a Union Grammar School, is one of the best in that part of the Country, an incompetent man? Is the Master of the London Grammar School, the Reverend Mr. Bayly, who has sent up Scholars who have taken Honours in old King's College, unfit to teach? Is the Reverend Mr. Mulholland, now Head Master of the Grammar School at Simcoe, incompetent to teach youth anything higher than a little Sallust and a little Xenophon? Is Doctor Howe, Master of the Toronto Grammar School, incompetent; or Mr. Marling, of Newmarket Grammar School; or Mr. Phillips, Master of St. Catharines Grammar School, one of the first and most numerously attended Grammar Schools in Upper Canada. Sir, I might extend this enumeration a long while; for the Masters of no less than 42 out of the 75 Grammar Schools, are Graduates of British and Canadian Colleges; and several of those who teach under Provincial Certificates, are competent and able Teachers. Sir, the plea of Mr. Langton and Dr. Wilson, as to the incompetency of the Grammar Schools, is an unjust and groundless imputation upon the qualifications of a great majority of the Masters of Grammar Schools in Upper Canada; for however poor may be the accommodation of Grammar Schools in some places, and however inadequate the Salaries paid, it is clear that their Masters generally are competent to train our Boys up to any standard of Matriculation a Provincial University might require. The reason given for the reduction is a mere pretext, contradicted on the one hand by the consideration of the objects for which Upper Canada College was founded, and on the other by the competency of the Masters of the Grammar Schools in various parts of the Province. It is for the want of those who wish to pursue a course of University study, that men have not come up to enrol themselves on the University Books; and perhaps another reason is in the unwillingness of some to go up to Toronto. Every effort has been made by offering Prizes and Scholarships, by abolishing Fees, by the reduction of standards, to increase the number of Students, and as if that were not enough, these Gentlemen have attached to the University a Tutor, whose special work it is to asisst the maimed, the halt, and I had almost said the blind. Is it, I ask, for the interest of the several localities of the Country, for the interest of Grammar Schools themselves, or for that of University Education, to take off what Mr. Langton admits to be a year's work from the Grammar Schools, and tack it on to University College by the assistance of a Tutor, with the duty assigned to him of coaching those who come up from the Country to enter the University, even according to its present reduced standard.

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*In consequence of the difference here pointed out between the speeches, as made by Messieurs Wilson and Langton and the Written Statement by each, published in separate pamphlets by them, I have, in this record of the Proceedings of the Select Committee of the House of Assembly, taken the latter and revised Written Statements of Messieurs Wilson and Langton as the fuller expression of their views and opinions. I have followed the same course in regard to Doctor Ryerson's Examination and the Statements made by him before the Committee.

Another subject to which I alluded yesterday, but in connection with which I overlooked one, or two, topics, is that of Scholarships. But before adverting to this topic, allow me to notice Mr. Langton's statement that I had myself gone Home to England and selected persons as Teachers who proved not to be qualified. He speaks of "two men, Graduates of British Universities, selected by me for the Normal and Model Schools, who, upon trial, proved inefficient." Now, Sir, had I made a mistake of the kind here made by Mr. Langton, you would have seen again enacted in regard to myself, the same spectacle that took place once at Toronto in the case of a Gentleman now present (Mr. Cayley). I should have been cross-examined, shown to have been in error, and then held up as stating what was contrary to fact. Now, one of these persons was a Graduate of the University of Queen's College in Ireland,—and I may here remark parenthetically, there were Candidates from Belfast College also, and as proofs of their standing, they forwarded me the Calendar of Belfast College. This is how I came to have that Calendar, and not those of the other Queen's Colleges at Cork and Galway; why I spoke of the standard of admission there as being higher than at Toronto, which Mr. Langton has admitted, but on which he accused me of having unfairly selected one from among three,—because it suited my argument best,—the other was not a Graduate of any University, but a Student in the School of Arts and Science in London, and I wished to get a Master to teach Drawing according to the system pursued there. Mr. Langton says these Gentlemen were dismissed,—but what had been the condition of their appointment? The system adopted in appointing all Masters and Teachers of the Normal and Model Schools, even Mr. Ormiston, Mr. Ambery, and others, has, in every case, been a six months' probation, after which, if they did not succeed in performing their duties efficiently, their services were dispensed with, and if they came from England, the expenses of their passage home were paid. If the same prudent course had been pursued in regard to certain other Professors, it would, perhaps, have been better for the Country. Now, the first of these young men, (an excellent person,) possessed great clearness of perception, nad power of language to express his views, but he failed for two reasons—he could not command the interest of, nor efficiently govern large clasess. Therefore, after trial, it was found he could not succeed in this particular work. The other Person was in every way competent to teach, but attended no Public Worship, and became known as a sceptic, and exhibited lightness of character and indifference to the progress of his classes, and, therefore, we thought it best to dispense with his services; and we have now selected a Gentleman, (Mr. Coulon,) to fill the situation, who was educated in the School of Arts and Manufacturing Industry in Paris, and afterwards obtained the rank of Civil Engineer, and who manages his department most efficiently. These are the only two mistakes which have been made in the difficult task of selecting Masters and Teachers for the Provincial Normal and three Model Schools, and such has been the provision made for remedying them. I may add, that had not such precautions been taken, the Normal School would have been permanently maimed in two of its essential departments.

Reverting now to the question of Scholarships, I beg to notice for a moment, what has been stated by Mr. Langton and Doctor Wilson, that Students from all Colleges can compete for them. Apart from the Answers given by Doctor Cook and Provost Whitaker, to this show of liberality, I may remark, that these Scholarships are for what are called Honour subjects,—subjects not included in the ordinary Collegiate Curriculum, but additional subjects, and for the study of which, Students are allowed, in the exercise of Options, to omit other studies which the other Colleges consider essential to the completeness of an University Education. To allow Students to neglect several ordinary subjects, and devote themselves chiefly to one subject, in order to obtain a Scholarship of £30, is like pugilists neglecting ordinary and lawful avocations to train themselves for a contest, involving a larger, or smaller, sum of money. Thus, the Toronto System of Scholarhips, is not only unjust to ordinary Students, by having half the time of the Professors, which should be devoted to them, employed in training the Candidate for the contest, but also mars the harmony and efficiency of the system of mental study and discipline, necessary to intellectual development, and a complete liberal education, while it is an ingenious scheme for building up University College alone.

I here take occasion to remark upon a term which appears to have given Doctor Wilson great offence, and the use of which, I regret, since so much ado has been made about it, and as I intended no offence. It is the term "family compact." It is very well known that the term was used in a conventional sense, and which may apply to a College family, as well as a political family, and that conventional sense, I may define, for insertion in the first dictionary of Canadianisms, as "a small party of gentlemen in Toronto, having, among others, two special objects in view; the one being their own convenience and interests, and the other, those of their locality, regarding the interests of others, and of other localities, as matters of very secondary consideration." How far the interests of the College family have been consulted, I ned not further remark; and I have shown, in a Statement to which neither Mr. Langton nor Doctor Wilson have ventured to refer, that the Professors of the College family at Toronto, have consulted their convenience, by giving themselves two months less work each year, and twelve hours less work each week of that short year, than have the Professors of Harvard College.

Now, Sir, as to the next topic, on which I made some observations yesterday, that of Options. I will not now, as I did not previously, enter into the general question; but I beg to repeat, that all the authorities quoted on that subject, fail to prove, as it was endeavored to prove, that the Options in other Countries, are equal to those allowed in the University of Toronto. I shewed before, that no Options were admitted at Cambridge, until after the 5th Term. At Cambridge, there are now nine Terms to be kept out of the twelve, instead of ten, as formerly. Her Majesty's Commissioners recommend raising the standard of the Examination at the end of the 5th Term, called the "Previous Examination," as Professor Whitaker testified, and admitting Students from that time, to choose Options. That recommendation has induced Mr. Langton to justify Options being introduced here the end of the first year, while there, it will be seen, they only commence in the latter part of the second, after the standard to which Students must have attained at that period has been advanced, to what Provost Whitaker regards as equal to the former standard for B. A. at Cambridge in Mr. Langton's time. There, in four out of the nine Terms Options are permitted, while in Toronto they are allowed six Terms out of eight! Then, sir, in regard to London University, I have shewn that in every single Degree, except that of M. A., no Options at all are permitted. As to Oxford, I have shown that the "Liberty of choice in subjects of study during the last year" of four was what the Royal Commissioners recommended, and not the three years of four, as has been established in Toronto. Mr. Langton incorrectly represents the "Intermediate Examination" at Oxford as the first examination. The Commissioners in their Report, from which Mr. Langton quotes, set it down as "The Second, or Intermediate, Examination"; and Professor Ambery considers this Examination at Oxford as not only above the ordinary Degree Examination, but nearly equal to the Honour Degree Examination at Toronto; and it is only after that Second, or Intermediate, Examination, that the Royal Commissioners permit the Options mentioned by Mr. Langton. The recommendations of the Oxford Commissioners would not permit any Options in Toronto, until after the Students had passed their ordinary fourth year's Examination for the Degree of B. A.; yet Mr. Langton adduces such recommendations to justify the adoption of a System of Options at the end of the first year.

Having thus referred to the British Institutions, I may remark that on this side of the Atlantic, in places where there are practical men, not "old Oxford relics," I allude to Yale and Harvard, the System of Options is permitted to a very limited extent indeed. Yale only permits Options in Classics in two out of the whole twelve terms of its course, and that only when the Student wishes to take the higher Mathematics, but does not permit any options in Mathematics. At Harvard Options in Mathematics do not commence until the third year, and in Classics not until the fourth year.*

Having now discussed these topics in reply to Mr. Langton and Doctor Wilson, I may remark, that, if we have a College Education at all in Upper Canada it should be a good one. It is not worth while putting the Country to the expense of a Collegiate Education that only advances a couple of steps beyond the Grammar School Course. It is not just to the Country, or its future, that we should have such a system, unless it is characterized by a thoroughness, a comprehensiveness, a practical character, that can stand some comparison with that of other Countries. I submit that the youth of Upper Canada are not deficient in intellect,—though Doctor Wilson seemed to think it absurd that we should look as highly as Oxford, where education costs at least $750 a year, and where the English nobility are educated. Just as if money, or title, conferred intellect, as if a poor untitled Canadian may not, with the aid of competent and diligent Professors, equal in scholarship and science the wealthy titled Englishman! Sir, the University education for which all Upper Canada has been taxed ought to be a real University Education, not a mock imitation of it. We want our Sons better educated than their Fathers,—educated so that they can stand on an equality with the educated men of any Country. Our aim should be to elevate the standard of education in all the Colleges, as well as Schools; but how can that be accomplished when the only endowed University of the Country sets the example of the downward, instead of the upward, course?

Mr. Langton and Doctor Wilson have both attempted to show that Victoria College has had three Representatives in the Senate of the Toronto University, while University College has only four—that Doctor Barrett, of the Medical Faculty of Victoria College, Mr. Nelles and myself are Members of the Senate. None can be more sensible than themselves of the fallacy of their statement and argument. Doctor Workman, President of the Toronto School of Medicine, (which was affiliated to the Toronto University early in 1854,) entered the Senate as such. To him Doctor Barrett succeeded. In 1856, the Toronto School of Medicine became the Medical Faculty of Victoria College, but retained its affiliated relation to Toronto University, and as President of that Affiliated Institution, and not as the head of the Medical Faculty of Victoria College, Doctor Barrett held his place as Member of the Senate. Soon after, Doctor Barrett and a majority of the Corporation of the Toronto School of Medicine withdrew from all connexion with Victoria College, became very hostile to it; but retaining their School as an affiliated Institution of the Toronto University, and as the Head of such Affiliated Institution, Doctor Barrett holds his seat and has acted for years as Member of the Senate. Yet in the presence of these facts Doctor Wilson and Mr. Langton represent him as holding his seat in the Senate as a Representative of Victoria College! Then as to myself, I am a Member of the Senate simply as Chief Superintendent of

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*See Note on Options, or Elective Studies, at Harvard University, on page 198 of this Volume.

Education of Upper Canada, although I happen to be a Trustee of, and a subscriber to Victoria College. But the fallacy of their Statement become still more palpable from the fact, that the four Professors of University College are Salaried officers on the Funds of the University, while no Member of any other College receives a farthing from them,—not even his expenses if he should go to Toronto to attend Meetings of the Senate.

I will now advert briefly to another subject on which Doctor Wilson dwelt at great length,—that of Denominational Colleges. I may ask what Denominational Colleges have had to do with the defence of University College,—the professed object of Doctor Wilson's mission to Quebec? Was he deputed to attack Denominational Colleges, or to appear in behalf of University College? Mr. Langton admits, indeed, that Denominational Colleges may do some good; but the whole scope of Doctor Wilson's remarks is to the effect that Denominational Colleges are a sort of social evil, and that it would be better for the Country if they did not exist. He declares it "totally at variance with facts to say," as the Wesleyan Memorial stated, that "the experience of all Protestant Countries shows that it is, and has been, as much the province of a Religious Persuasion to establish a College, as it is for a School Municipality to establish a School." I showed in my remarks yesterday how contrary to facts was Doctor Wilson's statement that the Collegiate Education in England, in connexion with the London University was Non-denominational. In refutation of his present statement, I may appeal to the Protestant Country of Scotland, in which, according to his own admission and statement, the system of Collegiate Education was under both Denominational Tests and control until since 1854. He refers to four Colleges in England, at Hull, Cheltenham, Wakefield and Manchester, which he says have been established by voluntary effort, and are Non-denominational; but why did he omit the upwards of thirty Denominational Colleges established and endowed by voluntary effort in England, and which are affiliated to the London University? Every schoolboy knows that the history of each Protestant Denomination in England, has been marked by the establishment of one, or more, Collegiate Institutions, and within the last few years to a greater extent than at any former period. And Doctor Wilson himself being Witness, the forty-two Colleges at Oxford and Cambridge are under Denominational control, although Tests for Students have been abolished. Then to turn to Protestant America, is there a single Denomination in the United States, which has not put forth its most vigorous efforts to establish Denominational Institutions? In the Almanacs of that Country you may see lists, almost without number, of their Denominational Colleges. Yet Doctor Wilson, in the face of these facts, denies that the history of Protestant Countries shows, that it is the province of Denominations to establish Colleges at all!

It is also objected by both Mr. Langton and Doctor Wilson, that Denominational Colleges are opposed to the System of Common and Grammar Schools. Perhaps I understand that System as well as these Gentlemen; and I may obsrve, that in forming the System of Common and Grammar Schools, I regarded Denominational Colleges, as a necessary supplement to them, and as essential to the completeness and efficiency of the System of Public Instruction in Upper Canada, and as much an essential part of it, as the Common and Grammar Schools themselves. I will not detain you by arguing this point; but I will append extracts of a Letter which I addressed to the Honourable F. Hincks, on the subject, in July, 1852, and in which I discussed, at length, the connection between the System of Common and Grammar Schools and Denominational Colleges. In refutation of the assertion that the advocacy of Denominational Colleges involves the advocacy of Denominational Common Schools, I remark that the most earnest supporters of the Non-denominational Schools, are the warmest advocates of Denominational Colleges. I would ask whether I have ever been in favour of establishing Denominational Schools in the Country? I ask whether the Wesleyan Conference, which now stands prominently before you, as having originated the investigation, ever demanded them, or whether it has not expressed its views on the subject in past years, or if its practice, in permitting one of its Members to construct a Non-denominational System, and carry it on from that day to the present, is not an indication of its views? Do not the Presbyterians of the Church of Scotland hold similar ground? Has not the feeling of the great body of the Church of England too,—for only a small portion of it has advocated Separate Schools,—been in favour of supporting liberally our present System of Common and Grammar Schools?

I now come to another point. It has been stated as an objection, that under the System we advocate there would be a contemptibly small number of Students attending the different Colleges, and that that would be a great disadvantage. It has been pressed on the Committee, that, to get a large number of Students, we must have but one Collegiate Institution. Now here again, what are the facts? In this very Report of the English University Commissioners by Heywood, you find a list of the Students who entered both at Cambridge and Oxford, from 1845 to 1849: no returns having appeared since then. I will take the list of Students who entered these old Colleges in the latter year, as mentioned in Heywood, page 517. At Cambridge there were:

At St. Peters, 21; at Clare Hall, 19; at Pembroke, 10; at Caius, 26; at Trinity Hall, 10; at Corpus Christi, 24; at King's, 4; at Queen's, 36; at Jesus, 23; at Christ's, 20; at St. John's, 97; at Magdalen, 21; at Trinity, 151; at Emmanuel, 25; at Sidney, 8; at Downing, 4; total 499.

The average number entering at the Colleges at Cambridge is, then, 31 Students to each. And have not some of the infant Denominational Colleges in this new Country already more Students entered than several of the old Colleges at Cambridge? Then let us look at Oxford. There the number entered in the last year of which we have the Return was:—

At University College, 21; at Baliol College, 26; at Merton College, 12; at Exeter College, 43; at Oriel College, 18; at Queen's College, 28; at New College, 58; at Lincoln College, 16; at All Souls' College, 1; at Magdalene College, 2; at Brasenose College, 26; at Corpus Christi College, 6; at Christ Church, 46; at Trinity College, 27; at St. John's College, 15; at Jesus College, 17; at Wadham, 26; at Pembroke, 26; at Worcester, 33; at St. Alban Hall, 33; at St. Edmund Hall, 7; at St. Mary's Hall, 11; at New Inn Hall, 1; at Magdalene Hall, 27; total, 440.

The average number entered at each College there is 18½. It is known that many more Students enter a College than Graduate. Victoria College this very year has a graduating class of fourteen young men, who have gone through their four years' Course of Study, besides nearly fifty Undergraduates of one, two, or three years standing, and some 200 pupils in the Preparatory School. Yet we are told that by multiplying our Colleges we shall reduce the number of our Students to an extent altogether without precedent in any Conutry! If twenty Students are in a class,—we know that the Students in a College are divided into four classes—are they not as many as one Tutor can well do justice to? Can one Tutor do more than properly attend to them? In his "ephemeral" article, Doctor Wilson said Professors should be as nearly as possible like the Tutors at Oxford and Cambridge. I think, then, the objections as to the smaller numbers that would be brought together in Denominational Colleges are entirely answered.*

Sir, there are two or three qualities which Denominational Colleges possess to which I call attention. I speak from personal knowledge of one of them. They have a heart,—a heart that feels, as well as a head that thinks,—they have a Christian heart, actuated by Christian feelings, motives, principles. They have a Canadian heart, all their sympathies, throughout the whole course of their training, being with the Country. In the conversations and discussions of Students and Teachers, their illustrations are drawn, as far as possible, from "this Canada of ours," and, when the Students emerge into active life, they feel that the Land is theirs, they respect and love it as their home, and regard their fellow-countrymen as their brethren and equals. This is a very important consideration in forming the elements of character in this Country.

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*In Mr. Adams' Address in Chapter IX. it will be seen that he advocates small Colleges instead of large ones, so as to bring Students into closer personal contact with the Professors.

On the score of their economy, too, the Denominational Colleges should attract attention; for they educate as many Students for £2,000 as University College does for three times that sum.

Again, is it not all important for every Statesman, Christian and patriot, to do all in his power to develop voluntary effort in the Country, since voluntary effort in regard to everything that trains the heart of man, is the mainspring of our social progress. When the System of Higher Education is so framed as to require the exercise of this feeling,—when no Denomination can receive anything until its thoughts, feelings, sympathies are drawn forth and evinced by large contributions for the erection of Buildings and the payment of Professors,—then, I say, we have an important element to draw out what is good among us. But when there is no such feeling, when our Collegiate Institution lives wholly upon the public, and no man connected with it has any higher interest than to get from it what he can, then I say, you have an element of decay. We are, for the most part, a voluntary people. We should encourage voluntary effort by the supplementary aid of the State, but it should be given on the principle of equal justice to all; and it is curious to see the Leaders of the voluntaries on other subjects become in this case the Leaders of those who would depend upon the State for everything.

Doctor Wilson the other day referred to the Common and Grammar Schools of the Country as being Non-denominational, and said Non-denominational Colleges were essential to the harmony of the System. Sir, under the Common School System, children are under the care, or the orders, of their Parents for sixteen hours every day, besides the whole of each Saturday and Sunday, and thus every possible facility is afforded for Religious Instruction. In the Grammar Schools there is, to a certain extent, as I have admitted, a defect in this particular, but they are only week-day boarding Schools, at most, and Parents can generally find some acquaintance in the neighbourhood to pay attention to their children. In the Normal School, Toronto, which is for the purpose of training Teachers, seldom extending over a period of ten months, the Students are required to attend Religious Instruction one hour a week under their own Ministers, and are as imperatively required to attend that class as any other. And, granting that a defect exists in the Grammar Schools, that the primary education does not afford sufficient opportunities for Religious Instruction, is it not all the more important, as every good Parent must feel, that Religious Instruction should be afterwards given to that part of our youth who are to give character and heart to, and to be the leaders of our Country? When our sons go away from immediate parental and pastoral authority to train their minds for becoming the instructors and guides, if not the rulers of the Province in future years, is it not most important that every possible care should be taken to give them every facility for obtaining Religious Instruction to form their character? If there is a defect in our Grammar Schools, it is a reason for remedying it at our Colleges.

Having made these remarks, I will now revert to my own system, my own plan, which I respectfully submit to the serious attention of the Committee. Sir, Doctor Wilson made himself merry, and thought to amuse the Committee, by a reference to an expression of mine, used in a Letter written by me several years since, that I had meditated my System of Public Instruction for this Country,—(for I contemplated the whole System from the Primary School to the University),—on some of the highest mountains in Europe, and said, using a very elegant expression, it must, therefore, be rather "windy." I leave it to the Country to judge of the windiness of the Gentleman who has assailed me; but a person of his pretensions to Literature and Philosophy might have known, that there have been those who have risen high in their intellectual attainments, and left monuments rather more enduring than Essays on Indian Pipes and Tobacco, profusely illustrated in the Canadian Journal, who have sought their inspirations in the higher elevations of their Country. No one can have read the history of Greece, or Scotland, or the Northern and Western parts of England, without knowing that, from elevated and secluded places, some of the finest inspirations of genius have emanated which have ever been conceived by the mind of man. There are mountains in Europe where the recluse may stand and see beneath him curling clouds, and roaring tempests spending their strength, while he is in a calm untroubled atmosphere, on the summit of a mountain of which it may be said,

"Though round his breast the rolling clouds are spread,
"Eternal sunshine settles on his head,"

And I ask whether it was unphilosophical for an individual who had examined the Educational Systems of various Countries, and who was crossing the Alps, to retire to a mountain solitude, and there, in the abode of that "eternal sunshine," and in the presence of Him who is the fountain of light, to contemplate a System which was to diffuse intellectual and moral light throughout his Native Country, to survey the condition of that Country as a whole, apart from its political and religious dissensions, and ask what System could be devised to enable it to take its position among the civilized Nations of the world? How much better to be in such a position than to be enveloped in a Scotch fog, like that with which we were visited for two, or three, hours the other day!

In regard to the University and Collegiate System which I would suggest, I have nothing, (after eight years' further deliberation and experience,) to add to, or modify, (unless in regard to Provincial Schools of Law and Medicine) what I meditated in Europe in 1845, and submitted to the Honourable Mr. Hincks in July, 1852.* In that plan, I proposed to provide Professorships in the various branches of Science and Literature after the examples of the French and English Universities, and to transfer the present Professorships of English Literature and Natural History to the University proper, instead of their being attached to a College. I proposed the continuation of the University, the erection of the Building, the Endowment of Professorships and Colleges, including the Denominational Colleges, in connection with our Common School System, at an expense within the Income of the University Endowment, without infringing upon the Principal. I will append to my present observations extracts from the Letter referred to, containing an outline of the whole system, together with reasons for, and expected advantages of it, and leave the Committee to judge whether the plan suggested by me in 1852, and which I beg to suggest again, would not have effected an immense saving in the Expenditure of the University Funds, greatly improved and extended Collegiate Education in the Country, and consolidated in one harmonious whole our entire system of Public Instruction, from the Primary School up to the University?

Thus submiting my plan to the consideration of the Committee, I beg to remark for a moment on two points incidentally connected with the subject. Doctor Wilson seemed displeased that I should compare his Lectures on the English Language and Literature with the teachings of the Grammar School, and consoled himself, and sought to amuse the Committee with the idea, that I did not know the difference between the Lectures of a College Professor and the teachings of a Grammar School Master. I only judged of the character of Doctor Wilson's Lectures on English Literature by his Text-book, which is the same as that used in the Grammar Schools; and I presume there are not a few Masters of Grammar Schools who are quite competent to teach the English Language and Literature as Doctor Wilson himself. At the same time I am not insensible that the English Language should be differently taught in the Grammar School and the College. In the former it should be taught, if I may use the expression, synthetically,—beginning with the elements of words, putting them together, tracing them up to their Latin and Greek origin, or other foreign origin, as streams to their fountains, and then combining, arranging and applying them to practical purposes according to the philosophy of Language. In the Professorial Chair, the analytic method should be adopted, and the process should commence with the Languages of Greece and Rome, the words and Literature of which should be traced downward and pursued in all their intricate and various interminglings with our own Language and Literature, forming its very warp and woof. This, I submit, is the true method of studying the English Language and Literature in connection with Collegiate Education; and this is doubtless the philosophy of Doctor Cook's view, when he said the other day that he would like to have both a Greek and Latin Professor, who would teach Greek and Latin, not in the style of the Grammar School, but in the spirit of a sound philology, exhibiting the words, the imagery, the Philosophy, the Literature, the very spirit of Greece and Rome in most that is refined, noble, elegant and beautiful in our own Language and Literature. It was in this way that the Burkes and Peels, and Macaulays and Gladstones, studied the English Language and Literature at College, and not by attending such Lectures as Doctor Wilson's, or studying his chosen Text-book, Spaulding's English Literature,—the standard Text-book of Seminaries for young ladies as well as of Grammar Schools. Doctor Wilson will now understand why I attach little value to his Professorship in University College, and whether I can distinguish between the appropriate teachings of the Grammar School and the College. The Professor who serves as the electric telegraph to communicate to his Students the very mind of the ancient world in the developments of their own Language and Literature, is a better Teacher of the English Language and Literature than another Professor who teaches English Literature from Spaulding's Compend, and the English Language from Craik's Outlines.

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*For this Scheme of University Education, proposed in a Letter to the Honourable Francis Hincks, in 1852, see pages 146-156 of the Tenth Volume of this Documentary History.

Another remark I beg to make, relates to the expense of University Buildings. It has been said that I was present at the Senate in March, 1854, when Chief Justice Draper prepared an Address to the Governor General for a Grant to erect the Buildings of the University. I may have been present, though I have no recollection of it, nor the contents of the Address referred to; but, if I were present, it must have been then that I made the suggestion, as the only suitable occasion for such a suggestion, which the Honourable Mr. Morrison, who only attended the Senate two, or three times, recollects having been made,—namely, the Upper Canada College Buildings be applied to the use of University College, and the Masters be appointed to Masterships of Grammar Schools, with such allowance from the Upper Canada College Endowments as would secure them against personal loss from the discontinuance of that Institution, and the application of its Revenues to augment the Grammer School Fund. At all events, my Letter to Mr. Hincks, of July, 1852, (to which I have referred), when I proposed the sum of £6,000 for the erection of a University Building, shows that my views were more economical at that time than even now. It may, at first thought, appear strange in these days of large Expenditures, how so small a sum should be sufficient for such a purpose; but it will not appear so strange if we consider the true objects of the University, and the Queen's University in Ireland has no separate Building, has only a Secretary with a salary of £350, with "Incidentals, Office Expenses, Postage, Messengers, Advertisements, etcetera, amounting to £180," and "Exhibitions, Prizes and Medals," amounting to £475; in all for Office Charges, £1,005; nor will the sum I proposed appear small even for a Building accommodating the several Professorships and Lectureships I suggested, when you consider how plain and inexpensive and variously used are the Lecture-rooms of Professors in the Universities at Leipsic, Halle, Bonn, (where Prince Albert was educated), and in Paris, at the Sorbonne, and the College de France, where I have attended Lectures, by Duprets, Michelet, Girardin, Michel Chevalier and others, including Arago at the Observatoire, with Humboldt for a regular auditor. The Lecture-room, or Theatre, for Lectures in Chemistry and Natural Philosophy was large, as were those for the popular Lectures in History and French Literature and Eloquence, but with no other furniture than forms, or straw-bottom chairs. I have heard Leverrier, the famous Mathematician and Astronomer, lecture in a room not more than twice as large as this

Committee room, and with Furniture not costing half as much; and in the same Room I have heard Lectures in Mineralogy and Geology. I have heard no less than six different Professors in as many different courses in the same Lecture-room, lecturing at different hours of the day and on different days in the week. The great men of Europe give greatness to the plain and unpretending places whence they pour forth the treasures of profound learning and mighty intellect; but Doctor Wilson, as the Representative of Toronto University College, insists upon "stone and marble" magnificence, as essential to a great people, and, of course, to great Professors and great Lectures in "this Canada of ours;" and thus are our University Funds frittered away by hundreds of thousands of dollars upon the "material and the inanimate, at the expense of the intellectual and the moral." Mr. Langton thought that some $1,800 was not too large a sum for the Ceremonial of laying the Top stone of the University Buildings. The Governor General, Lord Elgin, laid the Corner-stone of the Normal School Buildings, in the presence of the Members of both Houses of the Legislature, and the Ceremony cost just £20, and that for scaffolding; and Sir John B. Robinson opened the Building when finished, with a noble address, in the presence of a large assembly, and the Ceremony cost the expense of gas to illuminate the Edifice.

In concluding my remarks, I submit that the question for the decision of the Committee is not my merits, or demerits, although the latter have been brought before you day after day at great length, in various forms, and with various ability. Nor do I think the merits, and details, of the proceedings of the Memorialists, who have been so severely reflected upon, are the grave subjects of your deliberation and decision. The great Question, I submit, which demands your attention, is, What should be done to correct the acknowledged evils of the past, and make legal and effectual provision for a System of Liberal Education in Upper Canada? Sir, the very advocates of the present System have conceded nearly all that has been urged, nearly all that has been complained of, or demanded, except they still insist upon the monopoly of the money. They have conceded that the Senate is not properly constituted. They have conceded that they have reduced the Curriculum. They admit that the Professors ought not to be the Examiners of their own Students, but justify the practice in their case on the ground of circumstances of necessity. They have admitted that there are needless Professorships in University College. They admit that expenses may be reduced; and Mr. Langton says that some of them have already been cut down.

Then, Sir, I would ask whether respect is not due to the sentiments of large Religious Bodies in this Country, and whether the Statesman and patriot should not take into consideration the feelings of the people who constitute a large portion of the Christianity of the Province? No one can conceive the progress which the agitation of this question has already made in Upper Canada, its influence on the people, the strength of public sentiment it evokes. When the agitation commenced, a few months ago, it was said, "Oh, it is only the doings of a few Methodist Preachers, and will soon die a natural death." But what are the facts? Why, that Sixteen District Conventions and 250 Quarterly Meetings, of the Official Laity of the Wesleyan Church have been held with one exception, (in the County of Prince Edward, and then, by a mere accident,) have all supported the views which have been submitted for your consideration this day.* There always have been, and always will be, exceptions in such cases; but such unity never existed in the Religious Body on any Public Question at any former time, although it was said the Agitators were only a small portion of the Preachers, with whom the Wesleyan Body at large did not sympathize. That statement, you see, was a great mistake; while you find that the Presbyterians of the Church of Scotland, and a large portion of the Church of England, concur in the views of the Wesleyan Body. And, Sir, this is only the commencement. If the dicussions of the past year should continue for another, there will be a body of feeling in Upper Canada such as there has not been on any subject since the agitation of the Clergy Reserve Question,—merely from the fact that this subject goes home to the consciences and the Religious feelings of the people of the Country, the best and holiest feelings of Fathers and Mothers throughout the Land. I ask whether the decision of this Committee should not give equal justice to all parties and classes in the community, according to their works? The sentiment of our Country has ever been against monopolies. Even the Gentlemen of the Toronto University say they wished to prevent Upper Canada College from becoming a monopoly. Sir, there may be a Non-denominational as well as a Denominational monopoly, and equally hateful to the Country, destitute, as it must be, of all the ties and aspirations which Religious feelings create.

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*See a record of the proceedings of these District Conventions on Pages 220-223 of the preceding Volume of this Documentary History.

Among the several Denominations in the Land, some have expressed their views in favour of a Non-denominational College. I do not go so far as Doctor Cook, regarding a Non-denominational College only as "objectionable." I admit that there ought to be a Non-denominational College. Sir, let those people have one, and if they do not want to pay for it themselves, let the Institution now established be perpetuated and supported for them; but, at the same time, let the views and feelings of other classes of our fellow-citizens be consulted, who do not rely upon the State for everything, but who erect their own Buildings, defray a large portion of their expenses, and prove by liberal subscriptions the sincerity of their professions, while the Non-denominational people contribute not one cent towards the erection, or support of their College. I ask if the State is to ignore the former and exclusively patronize the latter? Are the Wesleyan people especially to stand impugned and impeached in the presence of the Representatives of the Country as the friends of ignorance, or the prompters of social evil, when, prior to all other efforts of the kind, they commenced, in 1832, to erect a College Building which is respectable at the present day? Sir, no one can conceive the labours and efforts requisite to establish such an Institution, and so much needed at that day; no one can conceive the difficulties encountered in obtaining a Royal Charter for it in 1836; and the mortifications and hardships in soliciting donations and subscriptions in England to the amount of $25,000; and few can estimate the blessings the College has conferred upon the Country in educating and largely forming the character of some thousands of Canadian youths; nearly all of whom have illustrated the benefits of a Religious and Liberal Institution of Learning, and a considable number of them have risen to distinction in different professions and employments. In the presence of such facts, and of the past of this Country, I ask if the Wesleyan Body are to be impugned, as they have been by Doctor Wilson, and are they to be repelled, rather than respected, by their Country's Representatives? Are they to be treated thus, not by those who have borne the burden and heat of the day during the infancy and growth of our Canadian life and civilization, but by those who only come here for the sake of the Salaries they enjoy?

In the last place, I submit that the Committee should look to the establishment of a System possessing the elements of unity, comprehensiveness, solidity, economy, and permanence. It is only in the union and comprehension of all classes of the community, that you have a guarantee for the solidity and permanence of your Institutions.

One thing more. It is perfectly well known to the Committee, that its time for the last four, or five, days has been occupied, not in the investigation of these principles, but by attempts to destroy what is dearer to me than life, in order to crush the cause with which I am identified; and a scene has been enacted here, resembling that which took place in the House of Assembly Committee Room, at Toronto, in regard to a certain Inspector General.* Every single forgetfulness, or omission, of mine, has been magnified and tortured in every possible way, to destroy my reputation for integrity and my standing in the Country. A Newspaper in Toronto, whose Editor-in-Chief is a man of very great notoriety, has said since the commencement of this inquiry that, in my early days, I made mercenary approaches to another Church, but was indignantly repelled, and hence my present position. I showed the other day, that I might have occupied the place of Vice Chancellor of the University, which Mr. Langton now holds, had I desired it, (and the proposal was made to me after my return from Europe, in 1856,) and I have similar records to prove that in 1825, after the commencement of my Wesleyan Ministry, I had the authoritative offer of admission to the Ministry of the Church of England. My objection, and my sole objection was, that my early Religious principles and feelings were wholly owing to the instrumentality of the Methodist people, and I had been Providentially called to labour among them; not that I did not love the Church of England. Those were "saddlebag days," and I used to carry in my saddlebags two Books, to which I am more indebted than to any other two books in the English Language, except the Holy Scriptures, namely the Prayer Book and the Homilies of the Church of England. At this very day, Sir, though I have often opposed the exclusive assumptions of some Members of the Church of England, I only love it less than the Church with which I am immediately associated.

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*In an altercation between two Members, one said to the other, "now, who told the lie."

I have been charged with being the Leader of the present movement. I am entitled to no such honour. If I have written a line, it has been as the amanuensis of my Ecclesiastical Superiors; if I have done anything, it has been in compliance with the wishes of those whom I love and honour; and my attachment to the Wesleyan Body, and the associations and doings of my early years, have been appealed to, as a ground of claim for my humble aid in connection with this movement. Sir, the Wesleyan People, plain and humble as they were, did me good in my youth, and I will not abandon them in my old age.

I have only further to add, that whatever may be my shortcomings, and even sins, I can say with truth that I love my Country; that, by habit of thought, by association, by every possible sympathy I could awaken in my breast, I have sought to increase my affection for my Native Land. I have endeavoured to invest it with a sort of personality, to place it before me as an individual, beautiful in its proportions, as well as vigorous in all the elements of its constitution, and losing sight of all distinctions of classes, sects and parties, to ask myself, in the presence of that Being before whom I shall shortly stand, what I could do most for my Country's welfare, how I could contribute most to found a System of Education that would give to Canada, when I should be no more, a career of splendour which will make its people proud of it. I may adopt the words of a poet,—although they be not very poetical:—

"Sweet place of my kindred, blest land of my birth,
"The fairest, the purest, the dearest on earth;
"Where'er I may roam, where'er I may be,
"My spirit instinctively turns unto thee."

Whatever may have been the course of proceeding adopted towards me in this inquiry, I bear enmity to no man; and whatever may be the result of this investigation, and the decision of the Committee, I hope that during the few years I have to live, I shall act consistently with the past, and still endeavour to build up a Country that will be distinguished in its Religious, social, moral, educational, and even political institutions and character; to assist in erecting a structure of intellectual progress and power, on which future ages may look back with respect and gratitude, and thus to help, in some humble degree, to place our beloved Canada among the foremost Nations of the Earth.

QUEBEC, 23rd of April, 1860. EGERTON RYERSON.

[NOTE.—Accompanying Doctor Ryerson's Reply to Mr. Langton and Doctor Wilson, were extracts of a Letter addressed by him to the Honourable Francis Hincks, containing a plan of a Provincial University, including Denominational Colleges, in connexion with our present Common School System. A copy of this Letter is printed on pages 146-156 of the Tenth Volume of this Documentary History, and is not repeated here.]

An Appendix was attached to the foregoing Statement of Doctor Ryerson, referring to various Questions put to him by the Honourable George Brown, but, as the Answers to those Questions are given in the Proceedings of the Committee, they are not repeated here.

The Chairman read the following letter from Honourable David Christie:—

Having learned that some misunderstanding exists as to the time when the proposition to elect Doctor Ryerson to the Vice-Chancellorship of the University of Toronto, was made by myself and others, you will oblige me by stating that this took place very soon after the present University Act of 1853 became law.

QUEBEC, 25th of April, 1860. D. CHRISTIE.

Professor Wilson put in a supplementary Statement as follows:—

Appearing before this Committee, as I now do,—in the unexpected absence of the President of University College,—with all the responsibility which attaches to the sole Representative of that Institution, I should fail in my duty to my Colleagues, and to the College to which I have the honour to belong, if I permitted any personal feeling to interfere with my treatment of the real question in hand.

Notwithstanding the fact that this Committee has been named in accordance with the Memorial of the Wesleyan Methodist Conference, it is impossible, from the evidence already submitted, to overlook the fact that the real impugner of the University and College, is the Reverend Doctor Ryerson. The Representatives of Victoria and Queen's Colleges have indeed advocated a redistribution and division of the Endowment; but the charges against the Educational System, and the award of Honours, Prizes, and Degrees, in the University and College, have been advanced solely on his authority. On obtaining permission to address you, accordingly, in opening the case for the defence, on behalf of University College, I felt it to be my duty to show to the Committee that, neither by previous education, by special training, or experience, nor by fidelity to the trust imposed in him as a Member of the Senate of the University, does Doctor Ryerson merit the confidence of this Committee, or of the Province, as a fit Adviser on a System of University Education. The Committee has since listened to a lengthened personal attack upon me, and my qualifications for the Chair I occupy in University College, as well as to an elaborate Statement, professedly on the General Question. The whole, as I am now informed, is to be given in in evidence, and I am compelled to reply to it at the last moment, from memory, and without access to the Written Statement. As to the personal attack, I leave it to refute itself. I hold my appointment by Commission from the Crown, and during pleasure. If I am incompetent, or fail in my duty, His Excellency has full power and right to dismiss me; but any incompetence on my part could in no degree affect the general question. It will, however, sufficientcly illustrate the value of Doctor Ryerson's opinions on any question in which his prejudices are enlisted, when you bear in remembrance that the person he now so disparages, is the very same Professor Wilson whom he quotes in an earlier page of this evidence, as the first of "several eminent individuals," whose opinions on education he specially commends to your notice.

But waiving further reference to myself, I must be permitted to say, that the Province having selected men of acknowledged eminence in various departments of College Education, it may naturally look to them with some confidence for advice in determining on a Course of Study best fitted for the Educational Wants of the Province. The present staff of Professors in University College, includes Representatives of the chief Universities of Great Britain;—in its Classical Professor, one who took the highest Honours at Trinity College. Dublin;—in its Professor of Metaphysics, a Graduate of Oxford, familiar alike with its system and its training; in its Mathematical Professor, one who not only attained a high rank among the Cambridge Wranglers of his year, but was also a fellow of St. John's College, Cambridge;—in its Professor of Chemistry, a pupil of the great Mitscherlich, and whose studies were completed in the famed University of Berlin;—in its Professor of Natural History, one who resigned for his present duties the Corresponding Chair in Queen's College, Cork; and in its Professor of Mineralogy and Geology, one who previously occupied the Chair of Mineralogy in University College, London, and won for himself a European reputation in his favorite branch of science.

If any Professor of University College is unfit for his responsible duties, let him be replaced by one more worthy of the trust. The Province, by the very liberality of its provision for higher education, acquires the right to be satisfied with none but the best talent. But, if the Professors are worthy of their present Chairs, the Province cannot refuse to be advised by them relative to the Course of Study best fitted for this Province. The idea that such a Body of men, uniting such varied University experience should deliberately combine to lower the standard of education, is surely too extravagant to find credence from any intelligent and well-educated mind. It is difficult indeed to imagine where the Province can look for advice on the subjects appealed to this Committee, if an efficient staff of Professors really exists, and yet such are declared unworthy of confidence.

Until, therefore, it shall have been decided by the competent authorities that the Professors of University College are unworthy of their Chairs, they have a right to assume that they have the confidence of the Government and the Country; and they will not shrink from the duty they owe to the Province of advising in reference to the details of a general System of Superior Education.

Much labour has been expended in misstatements on the subject of Options; whereby, after a certain point has been obtained, the final Course of Study is to some extent determined by the Student's own choice. Let me say, once for all, that Options have been introduced into the University scheme, in full accordance with the practice of the foremost Universities of Europe, and especially of the University of London, which has been prescribed as the model for that of Toronto;—as the only means of adapting higher education to the practical requirements of a new Country like Canada. By means of these a youth, after two years of Collegiate Study, is permitted to select his later studies with a special view to his final destination in life.

In order to meet the arguments which have been adduced against the System of Options adopted by the Toronto University, Mr. Langton has produced in evidence,—the recommendations of the Commissioners of Oxford and Cambridge;—the practice of the Universities of London and Ireland, etcetera,—and evidence, having thus been produced, I may now be permitted to add, in explanation, that the Senate have devised, in this very Scheme of Options, a System of Study, whereby the youth of this Province may acquire those higher branches of education best calculated to fit them for becoming intelligent and useful members of the community. In Canada, at least, education must be practical. It may be all very well for certain Oxford men, and their indiscriminating admirers, to maintain that the highest aim of a perfect collegiate training consists in the mastery of Classical learning, but the Scholarship of Oxford, if forced without restriction, or choice, on the youth of Canada, would, in most cases, prove of comparatively little practical avail. Nevertheless, let me not be misunderstood. I have freely admitted that the standard of Matriculation, or the Entrance Examination, has been lowered; but I have not admitted, and I do most positively deny, that the standard of education has been lowered. A Student who goes through the whole Classical Course of the University, will compare favourably with a Graduate of equal ability in any other University in the British Empire; and if, in the exercise of Options, he abandons Classics at the prescribed point in his Course, he can only do so, in order to take, in lieu of Classics, the defined substitutes of Modern Languages, Natural Sciences, or Mathematics, which will no less thoroughly train his mind, and in many cases wil supply him with far more useful requirements for the course he is to pursue. The English Universities under their old rigid system turned out a class of educated men; but the Scottish University system, by the very laxness which left the Student's choice of studies so much to himself, as practically to amount to a comprehensive System of Options, has made an educated people; and the latter I conceive is what Canada desires.

But, besides the ordinary Course of Study to which I have hitherto referred, the University of Toronto has provided a system of Honour Work, designed to stimulate the Student in the pursuit of special subjects to their highest degree; and to such it still further extends the indispensable privilege of dropping those studies,—already sufficiently mastered,—which do not necessarily accord with these special aims. It is an instructive commentary on the charges brought against the University Scheme, both in its Honour Work and Options, that while Doctor Ryerson has latterly given these his unqualified censure,—nevertheless, in his scheme for Grammar-school Scholarships,—submitted to the Senate, 9th April, 1857, and printed in evidence, he actualy proposed to found such with no further requirement than one year's attendance at College—an Option as to all further studies whatsoever, which certainly surpasses every scheme of Optional Study ever devised. [See page 147 of this Volume.]

In the statements put in by the Vice-Chancellor and myself, we have, I trust, satisfactorily repelled every charge that militated against the Institutions for which we appear. Only one further point seems to require attention. Referring to the system of Honours and Scholarships, Doctor Ryerson has spoken of one-half of the time of the Professors of the University College, being taken up with teaching the Honour Men, who in an English University employ their own Tutors. The charge in reality amounts to this: that by its liberal Endowments for the highest departments of education at the Provincial College, the Son of the humblest Canadian peasant may enjoy precisely the same advantages as the Son of the wealthiest nobleman in England does at the aristocratic and exclusive University of Oxford.

QUEBEC, 26th April, 1860. DANIEL WILSON.

Mr. Langton put in the following as his final Statement:—

I can acquit myself of having given rise to any of the personalities which have unfortunately been introduced into the present investigation. The Memorialists have brought forward certain arguments against the present constitution and management of the University, which I have met, with what success it is for the Committee to judge. They have also adduced certain Statements of fact and figures, to the accuracy of which I have demurred, but I have stated my objections as temperately as is consistent with my distinct denial of their truth. No attempt has been made to impugn the correctness of the figures I have given. I allude principally to my statements as to the comparative cost of our Professorships, Examinations and Scholarships, as compared with those of other Universites; but Doctor Ryerson has accused me of misleading the Committee on this latter point by confounding together University and College Scholarships. A reference to my evidence will show that I have in all cases, where instituting the comparison, shown the distinction in this respect, and have argued that our System of University Scholarships is much more liberal and more calculated to promote the end for which they were established, than when they are exclusively connected with a particular College.

In answer to the objections adduced against our System of Options, as unprecedented and injurious, I have shown, by a reference to the Course prescribed in other Universities, and to the recommendations of the Royal Commissioners, that we are supported by the example of those whom we may well take as our models, in arranging a Scheme by which an extended Course of Study may be conbined with a thorough mastery of the special branches selected by the Student. Here also Doctor Ryerson has attempted to show that, in quoting from the Commissioners on the Queen's University, Ireland, I have misrepresented their recommendations. But the passages which I have requested the Clerk to read at the Table, show that the subjects which they recommended should not be required from all Students after the second year, and embrace, as I stated, Classics, Mathematics and Modern Languages.

There is another part of my argument, which is more a question of opinion than of fact, videlicet, the relative standard required by us, and by other Universities. It will be admitted that the full course in each department, including Honour Work, is with us a high standard, and we have had Students who would have distinguished themselves in any University, but it never was argued, and it would be absurd to suppose that our Students, as a rule, could compare with the picked men of Great Britian. What I have argued is this: (1), That we have wisely lowered the Matriculation Examination, which was too high; but that even now it is as high as it has been thought prudent to insist upon at Home, being rather above that at London and Cork, and the only equivalent Examination at Cambridge, although rather below that at Belfast, and the only equivalent Examination at Oxford; (2), That the standard for a common Degree is as high as in the British Universities; and (3), That the stage at which we permit Students to branch off into the special department each may select, is very similar to that already established in the same Universities, or strongly recommended by the Royal Commissioners. The relative difficulty of the subjects proposed for examination is, as I have stated, a matter of opinion, and can only be judged of by a scholar, and I, therefore, desire upon this point to take the evidence of a Gentleman unconnected with the University, whose ability to speak upon the subject is well known to the Committee.*

Mr. E. A. Meredith appeared, agreeable to request of the Committee, and was examined.

Questions submitted by Mr. Langton and put by the Chairman:—

Question 521.—Are you a Graduate of Trinity College, Dublin?—I am.

Question 522.—Did you obtain Honours in that University?—Yes, I obtained Honours in the University at almost all the Examinations of the Undergraduate Course, both in Classics and Mathematics, also a Scholarship in Classics, and a Medal in Science at the Degree Examination, besides some other Honours.

Question 523.—Are you well acquainted with the subject of University Education?—I have some acquaintance with the subject, having been seven years in the University of Dublin, and having had some connection with [McGill] University in this Country.

Question 524.—Have you compared the Matriculation Examination of the University of Toronto, with those prescribed in other Universities, and what is your opinion of their comparative standards?—I have compared it with the Matriculation Examinations at Cambridge, London, Cork, Belfast and Dublin. It seems to me to be about equal to Cambridge, rather greater than London, greater than Cork, less than Belfast, and less than Dublin.

Question 525.—Have you compared the Examination for *Responsions* at Oxford, with the Examinations prescribed in the University of Toronto?—Yes.

Question 526.—Would you consider that a Student, who could pass the examinations in Classics, up to the second year inclusive in Toronto, had been as severely tested as one who had passed the Oxford *Responsions*?—Assuming the Examinations to be equally strict, I think the test is quite as severe.

Question 527.—Have you compared the subjects of the Previous Examinations at Cambridge, the first in the University, held in the middle of the second year, with those for Matriculation, and the first year in the University of Toronto, and do you think that a Student who has passed the two latter has been as severely tested as one who has passed the former?—Yes; on the same supposition as in my previous answer.

Question 528.—Do you believe that it is more advisable to have a uniform and united Course of Study for all Students, or a Course embracing a wider range of subjects with a liberty of choice?—I am decidedly in favour of a wider extension of subjects, and liberty of choice. It seems to me that under the latter system, the aggregate amount of information obtained by Students of a University would clearly be much larger.

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*It will be seen from the Address of Mr. Adams in Chapter IX, that he differs entirely from Mr. Langton, in regard to the System of Options which he advocates.

Question 529.—Do you think that Latin, Greek and Mathematics should be the leading subjects of study in a University Course, and what other subjects would you recommend to be introduced?—I think they ought to be the leading subjects, but many other subjects of very great importance should, in my opinion, be introduced, such as Natural Sciences, English History and Literature, Politicial Economy, Law, Medicine and Modern Languages. Also Mental and Moral Philosophy.

Question 530.—Are you aware what the tendency has been in this respect in the British Universities?—I think in all the British Universities they have, within the last few years, very greatly extended the Course, and also introduced the System of Options. They have done so in Cambridge, Oxford, and Dublin, also in the Queen's University.

Question 531.—Are you acquainted with the organization of the Professorial Staff in University College, and do you think there are too great a number of Chairs, as compared with the practice of British Universities?—I do not think there are too many Chairs; I should be inclined to introduce, if possible, a Chair of Political Economy, the ordinary Chairs of Law and Medicine, and a Chair of Civil Engineering.

Question 532.—Do you know what the Salaries of the Professors in the University of Toronto are, and do you think they are too great, or too small?—I do not think the Salaries are too large. I believe they are not more than enough to secure the services of really competent men, which seems to me the true test of their sufficiency.

Question 533.—Do you think it a wise policy to have a liberal foundation of Scholarships in a University?—I do. It seems to me that in this Country it is even more desirable than in Great Britain. The objects of Scholarships, I take it, are twofold: first to afford the poorer classes of Students the opportunity of obtaining a University Education; and secondly, to stimulate and reward exertion. In this Country the proportion of poor Students is greater than at Home, and the desire for literary distinction is perhaps less.

Question 534.—Do you think that Scholarships should be open to free competition, or that they should be limited to any particular College, or class?—They should be open to free competition.

Question 535.—Do you think that a Scholarship, when gained, should be held for a limited term of years, or that it should be competed for annually?—I am inclined to think that, as a general rule, it would be wise to have them competed for annually. In Dublin University the principal Scholarship is held for five years, and it is often found that a man, after gaining it, remained the rest of the time perfectly idle, making no exertion to obtain distinctions during the rest of his Course.

Question 536.—Do you think that Sixty-one Scholarships of Thirty pounds a year in all the Faculties, as established in the University of Toronto, is too great a number, or too large an amount, taking into consideration that they are only tenable for one year, and that the number of Students examined has already increased from 76 in 1856 to 196 in 1860?—I am not prepared to answer that question positively. The number appears to me to be large, but it is probably not larger than the number in some Universities at Home.

Question submitted by the Reverend Mr. Nelles, and put by the Chairman.

Question 537.—State the subjects of Matriculation Examination in each of the Universities and Colleges referred to in your Answer to Question No. 524?—The following are the subjects for the ordinary, or pass, Matriculation Examination in the Universities mentioned, namely:—

Name of University or College.	Subject of Matriculation Examination.			
	Greek.	Latin.	Latin Composition.	Other Subjects.
1. University of Toronto	Xenophon, Anabasis Book I.	Sallust, Catilina, Virgil, Æneid, Book II.	Translation from English into Latin Prose.	Elements of Mathematics, History, and Geography.
2. University of Cambridge.	*Xenophon, Anabasis, last Book, Gospel of St. Mathew.	Virgil Æneid, Book VI.	No Composition.	Elements of Mathematics, Paley's Evidence and History.
3. University of London.	Xenophon, 1 Book.	Horace, 2 Books of the Odes.	No Composition.	Elements of Mathematics and Natural Philosophy; History and Geography, French or German.
4. Trinity College, Dublin.	* Homer's Iliad, Books I, II, III, New Testament, 4 Gospels and Acts of the Apostles.	Virgil's Æneid, Books I, II, III, IV. Horace, Odes.	Latin Composition.	English Composition and Arithmetic.
5. Queen's College, Cork.	Xenophon, Anabasis, Book I.	Virgil's Æneid, B. I.	Retranslation into Latin of parts of Cæsar.	Elements of Mathematics.
6. Queen's College, Belfast.	* Homer's Iliad, 2 Books, Xenophon, Anabasis, 2 Books.	Virgil's Æneid, Books I, II, III, IV. Livy, Books I, II.	Retranslation into Latin of parts of Cæsar.	Elements of Mathematics, History and Geography.

The Honourable Joseph C. Morrison, further examined:—

Questions submitted by Mr. Langton, and put by the Chairman:—

Question 538.—Had you any conversation with Doctor Wilson, and did you tell him that Doctor Ryerson was present when the Address for the Building was carried, and that Doctor Ryerson offered no opposition to it?—Doctor Wilson, in a conversation respecting the appropriation made for the University Buildings, asked me whether, on the occasion of the proposition of the Address to His Excellency, by Chief Justice Draper, seconded by myself (in 1854), any objection had been made by Doctor Ryerson, who was stated to be present. I told Doctor Wilson, that in my recollections no objection was made to the appropriation by any Member of the Senate, and that if Doctor Ryerson had opposed it, I thought I should have remembered it.

Concluding Statement of the Reverend S. S. Nelles, M.A., President of the University of Victoria College:—

In availing myself of the permission of the Committee to put in a closing Paper on behalf of the Memorialists, I only think it necessary to notice some of the objections of Doctor Wilson against the claims of the Denominational Colleges,—more particularly his criticism of my own evidence.

It is denied that Victoria College is non-sectarian, and its Denominational supervision is pronounced to be even a more exclusive basis than that of Religious Tests.

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*These Books are taken from a list of Authors, out of which the Candidate is allowed to make his selection, or from which a selection is made by the College Authorities during the preceding year.

This is certainly very different from the common opinion, and very different from the view of the Royal Sovereign, who granted our Charter, in which Charter Religious Tests are expressly prohibited.

As regards the Professors, the selection is indeed left to the discretion of the Governing Board, but we may appeal to the history of the past twenty-five years to show that this discretion has been exercised in no illiberal spirit, as appears from the appointment at different times of Professors and Teachers of other Churches than our own. The proportion of Wesleyan Teachers has not been greater than that of Wesleyan Students and Wesleyan contributions to the College funds. And whatever may be said to the contrary, the *ex officio* connection with the Board of five Members of the Government, affords the Government at least the means of a powerful influence in the Board, and the means of checking any abuse that may arise. If they seldom attend, it is not the fault of the Wesleyan Conference. Their very non-attendance is a proof that no sectarian abuses have ever called for their interposition.

Another reason alleged by Doctor Wilson for refusing Victoria College a share of the Endowment, is the difficulty of our imposing Religious Exercises upon Students of the Roman Catholic, and some other Churches, a difficulty which he considers as great in Victoria, as in University College. We answer that, if the difficulty of common Religious Worship be the same in both Institutions, then this reason for withholding state aid applies as much to the one as to the other, and the logical inference would be that neither should be endowed. Doctor Wilson will say that he intended to retort the objection made by us as to the impracticability of common, or united, Religious Exercises in University College; but he forgets that we do not urge that objection as a reason for not giving Legislative Aid to University College, but as a reason why the Denominations should be allowed to have their separate Endowed Colleges. We oppose, not the Endowment of University College, but the exclusion of the other Colleges. The one-College scheme is beset with difficulties on Religious grounds, because all the Sects are there combined together; those difficulties cannot be retorted on the Denominational System, because it does not attempt to combine all the Sects in one College, but allows them separate Colleges. University College claims a monopoly; it is a poor defence of that monopoly to say that she is no better than the rest.—not more liberal, or comprehensive,—not more capable of providing for sectarian differences than Victoria College alone, and far less capable than the several Denominational Colleges together. We do not expect fully to meet the wants of all parties in Victoria College, and yet it remains true that our College is established on such a liberal basis, and conducted in such a liberal, non-sectarian spirit, that, after educating for a quarter of a century many young men of various Creeds, we have never yet been accused by any Parent, or Student of an attempt to proselytise. This is a sufficient reply to those who would unjustly brand us with the epithet "sectarian," in its narrow, offensive sense; but if Victoria College were infinitely less sectarian than she is, this would not give her that exclusive claim to Legislative Aid which is set up by University College. There is a wide difference between claiming part of an Endowment and the whole of it; as much as between defending our own rights and trampling on the rights of others.

Another ground on which Doctor Wilson considers Victoria College "sectarian," and, therefore, to be excluded from Public Aid, is the fact that Candidates for the Wesleyan Ministry, in some instances, pursue their Classical and Scientific Studies in that Institution. Our evidence shows that they do not receive instruction in Theology, and no evidence to the contrary of this has been adduced. I leave it to any candid mind to say whether it be a just and reasonable condition to Legislative Assistance, that Candidates for the Christian Ministry, (Wesleyan, or other,) shall be debarred access to our Lectures in Latin, Greek, or General Science. If so, the same principle must apply to the other Colleges, including, of course, University College herself, and we must end in excluding all Candidates for the Christian Ministry from the higher education of the Land. I am ashamed to discuss so absurd and shocking a principle, but it will be soon enough to apply it to Victoria College, after University College herself has undergone the necessary purgation from this kind of sectarian element. Half of the Students of University College may be, (in this sense), trained for the Ministry; it cannot be denied that there is a large number of his class in attendance, and that, too, while actually connected with the Theological Schools in close proximity. There is only this difference that the Candidates in Victoria, pay for their instruction in Science, while the Divinity Students of Knox's College, and the other Divinity Halls, may be instructed in University College free of Tuition Fees, and wholly at the public expense.

Doctor Wilson's reference to the Collection mentioned in the Minutes of the Conference does not help his argument, but only proves that not the College Funds, (as he intimates, (but voluntary contributions are the source of aid to those needy young men whom Conference chooses to assist in acquiring an education, and that a special Collection is made for this specific object. In fact the Bursar of the College is not allowed by law to exempt any Conference Candidate from the usual College dues, but is required to draw the amount of such Accounts from the Treasurer of a particular charity fund. This certainly is a curious plea for withholding Legislative Aid from the College itself.

I notice next Doctor Wilson's quotations from my Official Reports. These quotations simply show that we regard Victoria College as an important interest of the Wesleyan community, This we have always avowed; we avow it now before this Committee. If we had no interests at stake we should not be here to press our claims. The education of your youth is vitally dear to us. We cannot, it is true, separate that education from our growth and influence as a Religious Body; but our growth and influence, by means of education is not a thing to be deprecated by the State; most certainly not a reason for depriving us of our rights as citizens.

It is stated in the Report referred to, that "without our College we shall either lose our youth, or retain them in a condition of intellectual and social inferiority." Doctor Wilson thinks it no part of the duty of the State to aid in preventing such a result. I answer that as regard the Religious protection of the young, that belongs more particularly to the Church to which the Report was addressed, but to the State on the other hand it belongs to provide intellectual culture, and as much as possible in harmony with Religious culture. It is the duty of the State either to educate none, or so to adjust its System of Education that no class, of whatever Creed, may be kept aloof from the wholesome influence of Science. Nor will a Legislator who believes that Christianity is the best friend of civilization, think it ever beyond his province to amend any laws that may tend to weaken, or depress, those great Religious Bodies in which Christianity is represented, and through which it is propagated.

We appeal to the people to sustain the Denominational Colleges as helps in Christianising the Country; we appeal to the Legislature to sustain those Colleges as Schools of Science. Doctor Wilson thinks the former appeal a reason for resisting the latter; he would grant the Legislative Aid, only for the encouragement thus afforded to Religion. What is this but to prescribe Religion? What is it but to cast her out as evil, and from those very Institutions where she is most needed? What is it but an unguarded admission that University College does not promote the Religion of the Land, and a resting of the defence of her monopoly on that very ground? The logic of such argumentation is hardly Christian. If the Denominational Colleges be worthy of legislative support as Seminaries of Learning, they are not the less worthy, but the more so, from their alliance with Christianity. Any strength, or influence, which the Christianity of the Country may acquire in this way, she will repay a thousand fold both in material and moral wealth. We trust that the Free Presbyterian and other Churches will equally repay the State for any strength or influence that may accrue to them from the free education of their youth in the richly endowed College at Toronto.

In closing this Paper, I crave the privilege of directing the attention of the Committe to two, or three, considerations of a practical nature.

The first is the fact that, whether right, or wrong, there is a strong and general preference for Denominational Colleges among several, if not all the great Religious Bodies of the Country. Even those who give in to the plan of Non-denominational Colleges, do so for the most part from expediency rather than from conviction.—Several of the leading communities, such as the Church of England, the Church of Scotland, and the Wesleyan Methodists, have so taken their position that they are not likely to retrace their steps. Any system of Collegiate Education, therefore, that fails to include the Denominational Colleges, must be a source of constant irritation and discontent to considerable portions of the people. This discontent will be especially felt by the Clergy of these Churches, and will with honest zeal be ceaselessly kept alive among the laity. It may be called "sectarianism," but it will remain, for nothing dies so hard as sectarianism, especially when it is in the right. It is a serious question for the Legislature to consider, whether under such circumstances the University of Toronto can ever become truly National without some plan of compromise and consequent affiliation; and whether it is wise to keep up this constant antagonism between the Churches of the Land and its Endowed University.

Another consideration is the fact, that as these Denominational Colleges, whether endowed, or not, will continue their operations, a large number, perhaps the majority, of our youth going to College will repair to these Institutions. Such as these Institutions are, such will be the education of these young men. The benefits of the great University will never reach them, nor the Country through them. We may proclaim its excellence and "nationality;" its excellence and nationality will be thrown away upon those who are educated somewhere else. The only National System will be that which the nation accepts. If the poverty of the Denominational Colleges renders them "petty"—as their enemies choose to style them,—then to leave them poor will be to stamp that pettiness on the minds of hundreds and thousands of the educated men of the country. It is submitted whether the State should not afford the best means of culture to those Institutions that are so likely to have the responsibility of the work. I will only mention, further, that to withhold an Endowment to these Denominational Colleges, is in all probability to perpetuate the present system of Parliamentary Grants. For such Grants we cannot but feel thankful, as they save our Institutions from even deeper embarrassment than that under which they now labour; but every one will allow that, if there be any evil in giving State aid to Denominational Colleges, the evil is much greater when the aid is rendered in the present form than if furnished by a fixed Statute. Those who would put an end to the suspicion of pledges and improper understandings between the Churches and the Governments of the day,—those who would have a horror of clerical politicians, will be the foremost to bestow a permanent Endowment upon the Denominational Colleges. This certainly would be one important step toward the mutual independence both of the Ministers of the Cabinet and the Ministers of the Gospel.

We only ask the means of educating our youth in a way we deem essential for them and for the Country; we are prepared to accept any reasonable scheme for this end, but the great and patriotic object itself we will never abandon.

S. S. NELLES, M.A.,
President of the University of Victoria College.

QUEBEC, April, 1860.

The Reverend Doctor Cook appeared and handed in his reply to the following Question, proposed by the Chairman.

Question 539.—Have you anything more to say on the subjects which have occupied the attention of this Committee?—I have listened attentively to the Evidence given to this Committee, and have seen no reason to change the views expressed in my Printed Statement. In several of these, the Representatives of the Toronto University and University College, have concurred. They are willing that the Senate should be constituted in a more satisfactory way. They are willing, as soon as it is practicable, that the Examiners, for University Honours should not be appointed from the Professors.

They would give every facility to Students from other Colleges to compete for University Scholarships, and they admit the inutility of several of the Chairs now established in University College.

And although they do not admit it, I think the Committee will still have doubts, whether the Law, as it stands, warranted the erection of a new Building; whether a less expensive Building would not have been more suitable, in the circumstances of this Province; whether the expenses of the Bursar's Office are not preposterously large; whether there would not have been a more judicious and economical expenditure, if the University and University College had been limited to a particular sum, instead of being allowed, as under the law, to defray their expenses, before any Surplus could accrue for the general advancement of Academical Education. The wonder to me is, that, under the existing Law, there ever was any Surplus. That wonder to me is, it seems to me, that it must have been accidental rather than otherwise.

But the question is, should anything be done now, and, if anything, what? Of course one's views are modified by hearing, and taking into account, the views of others, and I think a plan might be suggested which would extend the amount, and raise the character of Academical Education in this Province, free from some of the objections which have been raised to the plan already stated, and which, it should seem, need not be very unsatisfactory to any party. I hold, in common with all who have spoken, the necessity and advantage of a Provincial University, with a properly constituted Senate. I think there is not much difference of opinion, as to the advantage of having several Colleges competing with one another, in the education of the youth of the Province. I think, if satisfaction can be given to the various Religious Denominations of the Province, in this matter of Collegiate Instruction, without detriment to the general interest, it should be considered an advantage, even by those who do not share in the views and scruples which some have expresed, and this is perhaps not so difficult, as may at first appear. With the exception of the Episcopalians, the Presbyterians of the Church of Scotland, the Methodists, and Roman Catholics, no other Bodies have approved of the present arrangement, nor has any other Body what can be called a University. Let the annual allowance to University College be fixed, so liberally, as not to give any just cause of discontent to those who approve, and are satisfied with the present constitution, and let this be made over to it absolutely. Let a certain fixed Annual Grant from the Endowment Fund, be given to the Colleges of the three first named Bodies, and a sum equal to what each of them receives, to the two Colleges of the last, on condition of their becoming affiliated to the University, and holding their University powers in abeyance, except in Divinity. And let the remainder of the Endowment belong to the University, for its special objects, and for the advancement of education in all the affiliated Colleges. It appears to me, that, without crippling the Toronto University, or University College, this scheme would render the other Colleges more efficient, and give to the University, the important power of regulating and controllng the education of them all, bringing up any one of them that may be deficient, to its own standard, and, from time to time, as circumstances admit, raising that standard.

Ordered, That the Bursar's Statements for the years 1858 and 1859 be printed for the use of the Committee.

(NOTE. The Statements of the Bursar's here referred to include eighty-six pages of printed matter; the more important ones as they have already been inserted in the Volumes of this History, they are not repeated here. See the financial Statements in the preceding Volume of this History and also pages 91-98 of this Volume. These financial Statements may also be seen *in extenso* in the Appendix to the Journals of the House of Assembly for 1860.)

DRAFT REPORTS PREPARED ON BEHALF OF THE UNIVERSITY OF TORONTO AND OF THE MEMORIALISTS FOR THE SELECT COMMITTEE OF THE HOUSE OF ASSEMBLY ON THE UNIVERSITY QUESTION, 1860.

(NOTE. *This is a continuation of Chapter VIII.*)

The Select Committee of the House of Assembly appointed to take Evidence on the Memorial of the Wesleyan Methodist Conference concluded the taking of that Evidence in regard to the matter on the 26th of April, 1860.

A Draft Report, in favour of the views of the Memorialists, was prepared by the Honourable Malcolm Cameron, Chairman of the Committee, and another Draft Report, in favour of the Proceedings of the Senate of the University and of University College on the matter, was drawn up by Messieurs John Langton and William Cayley, on behalf of the Senate. Both of these Draft Reports were printed, but there is no record in the Proceedings of the Select Committee that either of them was ever submitted to that Committee for adoption; nor can I find from the Records of Parliament that they were ever laid before it, or adopted by it. Nevertheless they are both inserted in this Documentary History as *bonafide* Papers connected with the investigation, and as being part of the narrative. The following is the Draft Report prepared by the Honourable Malcolm Cameron, Chairman of the Select Committee on behalf of the Memorialists:—

I. DRAFT OF A REPORT PREPARED BY THE CHAIRMAN OF THE SELECT COMMITTEE, OF THE HOUSE OF ASSEMBLY, TO WHOM WAS REFERRED THE MEMORIAL OF THE REVEREND JOSEPH STINSON, D.D., PRESIDENT, AND THE REVEREND EPHRAIM B. HARPER, SECRETARY, ON BEHALF OF THE CONFERENCE OF THE WESLEYAN METHODIST CHURCH OF CANADA, (IN RELATION TO THE UNIVERSITY OF TORONTO.)

1. Your Committee beg leave to report, that no subject of greater importance, or of more profound interest, has ever been submitted to a Committee of Your Honourable House.

2. While the mere matter of the true application of the Funds of the University of Toronto was the cause of the investigation, the whole subject of its present management and its past history was brought in full review before Your Committee.

3. Much time was taken up in receiving Evidence relating rather to the responsibility of different Members of the Senate for the present condition of things, than to the immediate subject of investigation, namely: the intentions of the University Act of 1853, the revenue of the University, the amount requisite for its efficient operation, (which all admit is desirable,) and the proper disposition of the "Surplus Fund." Nevertheless, from the character and standing of the Gentlemen of the Senate, and the valuable information which was elicited, Your Committee feel that the time has not been lost, but that the result will be of the greatest benefit to the cause of truth, and that great light has been shed on the subject of higher Education generally.

4. From all the Evidence adduced, and from the admissions of the Advocates of the University and University College, and from the clear testimony of the Reverend Professors Cook and Weir of Queen's College, and the Professors of Trinity College, Toronto, on the subject of University and Academical Education generally, it appears to Your Committee, that the sum of £7,000, exclusive of Fees, should be quite sufficient to support the University and University College on the most efficient basis, and that the balance might, therefore, be equally divided among the other Colleges of Upper

Canada now in active operation, and having an Annual Income from voluntary contributions and other sources, of, at least, £2,000, provided such Colleges hold in abeyance their University powers.

5. In case other Colleges should arise, so soon as they shall be in successful operation, and shall show to the Government that they have an Annual Income of £2,000 exclusive of Legislative Aid, these Colleges shall also be entited to share in the ["Surplus Fund" of the] Endowment in the same way, and on the same terms as the Colleges now existing.

6. Your Committee recommend that the Legislature withdraw from those affiliated Colleges above described, the present Annual Parliamentary Grants, but supplement, (if necessary,) the Funds of the University of Toronto, from the Provincial Revenue, or Funds of Upper Canada Colleges, so as to make the Fund sufficient for the Endowment of these Colleges, as now proposed. Your Committee believe that the substitution of a permanent Endowment by Statute from the University Fund, would be a great improvement upon the present System of Annual Grants, and would indeed remove the chief, if, not all the, objections to the giving of Legislative Aid to such Colleges, which, however, in their zeal, the Opponents of the Memorial of the Wesleyan Methodist Conference, seem to forget is now the law and practice of Parliament. If it were proposed to make new Grants, or Endowments, there would be great weight in the objections, but when it is now, and ever has been, the system, from year to year, to vote sums of money to them, and not only to these very Colleges, but to purely Theological Institutions, like Lennoxville and Regiopolis, it does seem extraordinary for parties, who hold the doctrine of Denominational state support, correct in the abstract, to join with them who do not,—to invoke the question of abstract voluntarism,—to prevent the honest administration of the law,—to check the abuse of Public Funds, and, to secure the application of the Funds of the University, not according to the intention and declaration of the Legislature which passed the Act of 1853, but to the will and pleasure of the Senate.

7. Your Committee have considered the subject of competing Colleges, and believe they express the opinion of the vast majority of those best able to judge when they say, that the happiest results may be expected from an equitable affiliation of the several Colleges in one Provincial University, under one Common Senate,—this being impartially constituted, and being the sole Body authorized to appoint Examiners and confer Degrees. And, in view of the existence of the Denominational Universities, and the convictions and feelings of large portions of the people of Upper Canada, Your Committee are of the opinion, that only by such a confederation of Colleges, upon an equal footing, is it possible to secure in this Country a common standard of Academical Degrees, or a truly National University; and they would recommend a principle now adopted in England that the University Examiners of the first class, be sent from the University to visit every College, Academy, or even Grammar School, in the Province, and examine the youths publicly; this being done, there can be no doubt that a spirit of emulation and energy will be awakened, individual effort will be stimulated, and every part of the Province will enjoy a share of advantages now confined very much to our larger Cities.

II. Draft Report prepared by Messieurs John Langton and William Cayley on behalf of the Toronto University for the Select Committee, to whom was referred the Petition of the Reverend Joseph Stinson, D.D., President, and the Reverend Ephraim B. Harper, Secretary, on behalf of the Conference of the Wesleyan Methodist Church of Canada.

The following is a copy of the counter Draft Report, prepared by Mr. John Langton and the Honourable William Cayley, in favour of the Proceedings of the Senate of the University of Toronto and University College.

1. Your Committee have taken Evidence respecting the working of the University Act of 1853, Chapter 89, and have heard the Reverend Joseph Stinson, President of the Wesleyan Conference, the Reverend Samuel S. Nelles and the Reverend Anson Green, of Victoria College, the Reverend Doctor Cook, Principal of Queen's College, and the Reverend Egerton Ryerson, Chief Superintendent of Education in Upper Canada, on behalf of the Memorialists, Mr. Langton, Vice Chancellor, and Professor Wilson, on behalf of the University and College, and have been favoured with the views of several Gentlemen, whose general acquaintance with the subject of academical study was calculated to furnish much valuable information to the Committee, and give weight to their expression of opinion.

2. The Memorial, which has been referred to Your Committee, and the Evidence, which has been adduced in support of its several allegations, may be divided into two distinct heads.

3. The one, having reference to the administration of the affairs of the College and University of Toronto, and praying for an investigation.

4. The other, setting forth the position and efficiency of Victoria and Queen's Colleges as Scholastic Institutions, and claiming that all Colleges in Upper Canada should be placed on a footing of equality as regarded public aid.

5. Three distinct charges are brought against the management of the University and College.

1st. That it has been the policy of the Government and Senate to give exclusive advantages to one College, contrary to the intentions of the University Act of 1853.

2nd. Extravagant Salaries and deliberate waste of the Funds of the Endowment, (of the University), with a view to their entire absorption by the favoured Institution.

3rd. That the standard of Academic Education has been lowered.

6. During the course of the investigation, frequent allusions were made by the Memorialists to the composition of the Senate, its one-sided character, prejudicial to the interests of other Colleges, and the improper interference of some of its Members, in matters of a pecuniary character.

7. To enable the Committee to form an opinion upon these points, they have referred to the Act, incorporating the two Institutions of the University of Toronto and University College, and the clause affecting Expenditure.

8. They find that the entire controlling power, with regard to Expenditure, as respects either the Permanent, or the Revenue, Fund, is vested in the Governor, and that every Statute and By-law, whether passed by the Council of the College, or the Senate of the University, must be submitted for the approval of the Governor before it can be acted on, or be possessed of any validity.

9. The Senate, as at present constituted, consists of a Chancellor, appointed by the Governor; a Vice Chancellor, chosen every two years out of their Body by the Senate, and forty-one Members appointed by the Governor.

10. No Professorship, or Teachership, is permitted in the University. It has power to pass Statutes and By-laws for its good government, subject to approval by the Governor. It fixes the standard of qualification for Degrees, Scholarships, Prizes, Honours, etcetera. The Twentieth Section of the University Act of 1853 directs that the standard of qualification, as far as circumstances, in the opinion of the Senate, will permit, shall be the same as adopted by the University of London. Students of all Colleges in Canada incorporated by Act of Parliament, or Royal Charter, may compete for Scholarships and Honours and take Degrees.

11. University College is incorporated by the same Act as a Collegiate Institution, with a Council consisting of a President, Vice President and Professors, with power to pass Statutes and By-laws, subject to the approval of the Governor, for the regulation of the College, and Professors, Students and Officers, the Fees to be paid by Students, and to determine what shall be taught therein.

12. The President, Vice President, Professors, Teachers and Servants are all appointed by the Governor.

13. The Council at present consists of ten Professors.

14. The Salaries paid to the Professors of the College has been one of the items discussed at great length before the Committee. A reference to the Minutes of the Senate will show that, while, from time to time, recommendations have been submitted by that Body to the Executive, the amount of emolument has been invariably determined by Order-in-Council.

15. From 1851 to 1855, it appears, from a passage in the Memorial of Doctor McCaul, dated November, 1856, that the Professors, with the exception of the Chairs of Agriculture and Meteorology, were in receipt of a salary of £450 each. Two receiving an additional allowance of £50 for lodging money. In 1856, an Order-in-Council was passed, raising the Professors' Salaries to £510, to date from the 1st of January, 1855.

16. On the 18th of December, 1856, a Resolution was moved in the Senate by Doctor Ryerson, bringing under the favourable notice of the Government the Memorial of Doctor McCaul, praying that his salary might be made equal to the emolument which he had formerly enjoyed. The Resolution also recommended an addition to the Salaries of the other Professors.

17. No action was taken by the Government on these recommendations until 1858, when Doctor McCaul's salary was raised, in common with those of the Chief Superintendents of Education in Upper and Lower Canada, to £1,000 a year. Two months afterwards, an Order-in-Council, issued, fixing the minimum Salary of Professors at £500, with a progressive increase of £50 a year, for each period of five years of service, until the maximum of £650 should be reached; these Salaries are to include all the allowances for lodging money, and, under this Order-in-Council, the Professors are now paid. With regard to the question of emolument, the opinions of Doctor Stinson and Doctor Cook are much to the point. Both these Gentlemen would apply a large portion of the additional aid which they ask for their respective Colleges to increasing their Professors' Salaries. Doctor Cook, in his Evidence, observed that Professors should be well paid, that five, or six, hundred pounds a year was not an excessive Salary. He himself, the Committee were informed by Professor Weir, had declined a Salary of £750, to take charge of Queen's College. The Salaries also which are paid to the Chief Officers of the Upper Canada Education Office and Normal School, may be some guide, the following are taken from a Return in the Audit Department: Mr. Hodgins $2,700, Mr. Robertson $2,060, Mr. Cockburn $2,300.

18. The Salaries paid to the Officers of the University are:—The Chancellor, Mr. Justice Burns, nil. The Vice Chancellor, Mr. Langton, £200. The Librarian, £300. The Registrar, £187 10s.

19. The cost of the University Buildings was directly the act of the Governor-in-Council. After the Government had taken possession of that portion of the University Grounds, and the Building, now occupied as a Lunatic Asylum, and had directed that the University and College should discontinue the occupation of the Parliament Buildings, the Senate memorialized the Government to make an appropriation for the erection of suitable Buildings on their own Ground. No opinion was expressed in the Memorial as to the amount to be devoted to that object. For a Library and Museum, the Senate suggested an appropriation of £25,000. The Address to the Governor was moved by Chief Justice Draper, in March, 1854, the Honourable Chancellor Blake being then Chancellor of the University. The Order-in-Council directing an appropria-

tion of £75,000 for Buildings, and £20,000 for a Library and Museum, was passed in April, 1855, the Honourable Attorney General Macdonald filling the office he now holds.

20. The Committee deem it sufficient to give a narrative of the facts as applying directly to the points raised by the Memorialists, both as regards the authority and discretion exercised in fixing the amount of the appropriation, and the legality of the proceedings.

21. The Orders-in-Council fixing the scale of Salaries entirely relieve the Professors of the imputation cast upon them of improper interference.

22. It is contended by the Memorialists, that the amount set apart for Scholarships is excessive, and the statement is made by Doctor Green, that of thirty-seven Students of University College, thirty-five carried off Scholarships. This is a question of much importance, for it cannot be denied that Scholarships, too lavishly granted, and too easily won, will defeat the entire object for which they are established. Some misconception, however, appears to have existed on this point. The Scholarships are not Scholarships of the College, but of the University, and are open to competition, not only to Students of all Colleges, but to any young men who come up from the Country, no matter where they had been pursuing their studies, nor is it necessary, after gaining a Scholarship, that they should complete their Course at the University, but may return again to their own Schools and Colleges, completing their entire Course of Study, apart from the University. The sole condition imposed upon successful Students, being that they shall attend the subsequent Examinations, when they may compete again for other Scholarships, and take their B.A. Degree at the University, a condition, however, which does not interfere with their taking an *ad eunden* Degree at their own College. The Table handed in by Mr. Langton (page 173), shows the number of competitors in each of the five last years, the Scholarships awarded, and the proportions in which they were borne off by Students of University and other Colleges, 213 in all have been given, 100 of which were taken by Students not belonging to University College.

23. It is satisfactory to observe from this Return that the number of competing Students has increased from sixty-four in 1855, to one hundred and ninety-six in 1859. It will be further noticed that the Returns from the English and Irish Colleges, with reference to Scholarships, [page 175] clearly establish the fact, that, while the proportion of competing Students to Scholarships is greater at the Toronto University than at Home, the average cost for each Student is less.

24. The selection of Examiners for the University Examinations, and the amount of Fees paid are strongly objected to by the Memorialists. It is contended by them that no Professor should examine his own Pupils, or be paid for so doing. The propriety of this rule is not disputed on the part of the University Authorities, but they allege that to the extent to which it has been infringed, they were driven by the necessity of the case, the absolute want of competent Examiners, that the services of Professors from other Colleges had been solicited and refused, and that they were left without option. The statement, however, that the great proportion of the Examination Fees were drawn by the Professors of University College appears to have been made in error. Out of twenty-six Examiners for the year 1858, and twenty-two in 1859, nine in each year were Professors in the College, one of whom received $10, the others $20 each, as the Examination Fee; Professor Wilson states, that, for his allowance of $20, he had to review nine thousand answers, and would gladly have been relieved of the duty.

25. The disbursements for incidentals has been remarked upon as out of all reason, and the item for Printing and Stationery especially referred to; in explanation it was stated by Mr. Langton that the Examination Papers formed a large portion of the expense. Upon this point the Committee have not the data on which to form an opinion. The charge under the head of incidentals is undoubtedly a heavy one, and is a branch of Expenditure which should be closely watched, many of the items in the Returns for 1858 and 1859, appear to be connected with the removal of the

Offices, and Fittings of the Buildings, and so far may be considered as exceptional charges.

26. The Committee now come to the consideration of the most important charge against the University brought by Doctor Ryerson, which strikes at the foundation of the whole Fabric. "That of lowering to an injurious degree" the standard of education in the Country. Doctor Ryerson has given his views on this subject at great length in an elaborate Statement which will be found in its place amongst the Documents submitted, pages 122-124. He also compares the Curriculum of Study and the System of Options adopted by the Toronto University with those of the Colleges of Harvard and Yale in the United States, and has laid before the Committee copious extracts from the works of eminent Writers, both in England and Europe on the subject of University Education. The reply of the Vice-Chancellor in this charge will also be found amongst the Documents submitted, pages 179-182. Mr. Langton has entered very minutely into details upon the subject generally of Examinations for the admission of the Students to the final stage of his Degree, distinctly showing that, while the Matriculation Examinations was adapted to the state of forwardness of the Student, as he came from the Grammar and other Schools, the selection of the Examination subjects, at the various stages of the academical Course, were, in many instances, identical, and in all of the same character, and fully equivalent, as a test of attainment, with those in general use at the principal Universities of England.

29. With reference to the question of Options and the Curriculum of Study adopted at the University, if it be any vindication of the plan laid down by the Senate, that they are more closely adhering, than the other Colleges of the Province, to the model set before them by the University Act of 1853,—videlicet the London University, and that they entertain similarity of views, and have already entered upon the course suggested by the Commissioners appointed to examine into and report upon the System of Education pursued at the Universities of Oxford and Cambridge, such a justification would appear to be fully made out on a reference to the Reports of those Commissioners. The extracts given by Mr. Langton clearly show that, in the opinion of the Commissioners, the adoption of a more liberal Course of Study, than that hitherto pursued at either Oxford, or Cambridge, and a System of Options far more extended than the University of Toronto has ventured to follow, would be most in accordance with the requirements of the age. The Committee select the following short extracts from the passages quoted by Mr. Langton, as having a direct bearing on the question at issue, in which the Commissioners recommend a material departure from the old Classical Curriculum of the Universities and the substitution of a System of Options in the latter part of a Student's Course at College.

Extracts from the Report of the Cambridge Commissioners:—

"A system of liberal education cannot be regarded as otherwise than defective, if it does not afford facilities and inducements for acquiring knowledge of the treasures of German, French and Italian Literature."

"For five weary Terms they, (the Students,) have been compelled to continue a course of reading which, whatever attractions, whatever benefits, it may have had for others, is irksome, and need, we hesitate to say, little better than unprofitable." "What we suggest here, is that after the general body of Students have passed their Examination (of Students in Arts, at the end of the fifth Term) collectively, they might then, in our opinion, be allowed for the four following Terms to select freely for themselves, with the sanction of their Collge Tutor, such lines of recognised academical study as are best suited to their aptitudes and tastes and professional destinations." (See page 187.)

Extracts from the Report of the Oxford Commissioners:—

"The Senate has admitted the necessity of affording more liberty of choice to the Students with regard to subjects which he is to pursue during the latter part of his course. We are of opinion that this liberty should be extended.

"The obvious mode of amending this scheme would be to enact that all Students, after giving satisfactory evidence of classical knowledge at the Intermediate Examination, should be exempted from the necessity of continuing the studies of the Grammar School, and should be at liberty, for the latter period of their career, to devote themselves to pursuits preparatory to their future professions." (See pages 188, 189.)

28. The Statement of Doctor Wilson, who appeared on behalf of University College, is confined, as he has himself observed, to "some leading points of facts, and one important matter of opinion. The matter of opinion being, whether there should, or should not, be a Non-denominational College established in Upper Canada, and sustained by Public Funds." Doctor Wilson's statement is a defense, in part, of the principle which brought University College into existence, and which is directly called in question by the arguments adduced by the Memorialists. In the course of his defense, Doctor Wilson has been led, naturally enough, into a discussion of the general principle, and has directed a considerable portion of his argument to prove, by reference to existing Establishments in Scotland and Ireland, and by the recent course of action in England, as shewn by the character of the Colleges more recently established there, that the general tendency has been in a strictly Non-denominational direction. The Committee, however, do not feel themselves called upon to enter on the consideration of the larger question, or to go beyond the point of enquiry whether the Memorialists have made out a case, against University College, which calls for the interference of the State, or would justify a retrograde movement, which would practically be the result of a compliance with the prayer of the Memorialists. On this point the Committee have no hesitation in expressing their opinion, that the defense of Doctor Wilson is perfectly satisfactory. The objection taken by the Memorialists that four Professors of University College were admitted to the Senate of the University is well met by the reply that before University College had more than its President on the Senate, three Members connected with Victoria College were on the Board, and that the strange anomaly was presented of a University and College controlled in their arrangements by those who systematically withheld their Students, not only those resident without, but also within, the City, from the very University in which they exercised so large a control. Equally clear has Doctor Wilson pointed out the fallaciousness of the argument, that the System of Options operated injuriously, with reference to affiliating Colleges. It will scarcely be contended by an unprejudiced party that the Students of a College permitting Options and the diversion of a part of their time from Classical Studies to Modern Languages and Natural Sciences had any advantage in the competition for Classical and Mathematical Scholarships over those of a College where only Mathematical, Classical and Mental Philosophy Chairs existed.

29. In reviewing the great mass of matter which has been submitted to the Committee, either in the shape of statements volunteered by the parties, or elicited by questions, the Committee have endeavoured to confine themselves, as much as possible, to the real points in issue, and to exclude much irrelevant matter which has perhaps unavoidably crept in through the latitude permitted to the parties in stating their views and furnishing such testimony as they considered material to the points they desired to establish. It was apparent from an early period of the enquiry that much misconception had existed with reference to the management of the University and College, and it has been clearly shown that the charges of wanton extravagance, with the design of absorbing the Funds had no foundation in fact. The story of the £500 Chancellor Gown, was an idle tale, no loan had been made to the lying-in-Hospital, the temporary advance, the act of the Government of £15,000 of University Funds to the Buffalo and Goderich Railroad had been amply secured and repaid with interest at the end of twelve months. That the Professors had not fixed their own Salaries, but that the Government had established the scale, that the emoluments they receive are not unreasonable, in the opinion of a very competent and impartial witness, the Reverend Doctor Cook, Principal of Queen's College, and that they are in fact below what is enjoyed by the Deputy Superintendent of Education in the Education Office,—an excellent Officer, and with respect to whom the Head of the Education Department has an application now before the Government for an additional allowance. The cost of the University Buildings was fixed by the Executive, nor does it appear that the Senate suggested the amount, on the other hand, Mr. Morrison's evidence shews that

the estimated cost of the Buildings first contemplated by the Government far exceeded those that have been since erected. With regard to the item of incidentals, the Committee have already observed that they have no data on which to form an opinion, the charge for fuel referred to by the Memorialists they find within the amount expended on the same item at the Normal School, they have already, however, expressed an opinion that the expenditure generally under this head should be closely watched. The Committee are not prepared to recommend any reduction in the number of the regular Professional Chairs. The Professorship of Agriculture, which is maintained at a cost of £300 a year, does not appear to have attained its object, they do not recommend its continuance after the present Occupant shall cease to hold it. The Chair of Meteorology, which is held by the Director of the Observatory, is only sustained in part by the University Funds, the larger portion being supplied from the Parliamentary Grant for the Observatory. The Committee are of opinion that this mode of supplementing a Salary out of another Fund is attended with much inconvenience, and respectfully suggest that the whole charge may be borne on the annual Parliamentary vote. The Committee conclude this part of their Report with the expression of their opinion, that the Senate have done wisely in throwing their Scholarships open to all competitors, and are not prepared to suggest any diminution either in number, or amount, both appearing below the average of the English Universities.

30. With reference to the Curriculum of Study adopted by the Senate and the System of Options, they have no hesitation in expressing their opinion that all the arguments in favour of a more liberal Course of Study and directed with more special reference to the future calling and profession of the Student, which have recently been urged with so much force and success as regards the English Universities in the wealthy communities of England, are applicable, with ten fold weight, to the condition of a young Country like ours, where nearly every individual has to fight the hard battle of life and achieve his way through years of toil to an honourable independence.

31. The Committee are not aware that they have omitted any material point in their review of the management and system pursued with regard to the University and College; before, however, quitting the subject, they feel it incumbent on them to state that no part of the charges, or evidence, adduced by the Memorialists, in the slightest degree, impugns the character, or attainments, of the Professors and Teachers, or calls in question the ability and zeal with which they have discharged the highly responsible duties devolved upon them by their engagements with the Institution.

32. The Committee now turn to the consideration of that portion of the Memorial of the Petitioners, which has reference to the distribution of the Surplus Income Fund, and their claim that all Denominational Colleges shall have an equal share with University College, in the University Endowment; they cannot concur in the views apparently entertained by the Memorialists, that the Legislature, in passing the University Act of 1853, contemplated making provision, out of that Fund, for other Collegiate Institutions; the terms of Section 54, on which the Petitioners appear to rely lead them to the very opposite conclusion; that Section, the only one in the Act which refers to Surplus Income, is significantly silent with regard to Denominational Colleges, and simply enacts that any Surplus Income which may be left, after the general purposes of the Act have been fulfilled, shall be set apart to form a Fund to be at the disposal of the Legislature for educational purposes.[*]

33. The Committee, in thus giving a consciencious expression of opinion as to the intent and meaning of the Act, desire not to be misunderstood as to the feelings they

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[*] In the University Act of 1853, Section 54, here referred to, the words professedly quoted in this Draft Report from that Section, do not occur. Instead of the "Surplus Fund," constituted by the Act, being at the disposal of the Legislature for "educational purposes" it is distinctly stated in the Act as "a Fund to be, from time to time appropriated by Parliament for Academical Education in Upper Canada." In the Act, the definite terms: "Academical Education," are used, and not the indefinite terms "educational purposes," here used in the Draft Report, which are quite misleading, although stated in that Draft Report to be "a consciencious expression of opinion as to the intent and meaning of the Act."

entertain towards the Institutions, on whose behalf the Memorialists appear, and their full appreciation of their value and importance, as Educational Establishments, conducted with great ability and advantage to the youth of the Country; and they respectfully beg to solicit of your Honourable House a favourable consideration of their application for such additional Public Aid as may be requisite to place their Institutions in a state of perfect efficiency.

34. Should any apportionment hereafter be contemplated either of the Surplus Income Fund of the University, or of public moneys amongst Denominational Colleges, the Committee feel it incumbent on them to advert to what fell both from Doctor Ryerson and Doctor Cook, and the statement of the Provost of Trinity College, that that College stands in the same category with Victoria and Queen's, as to the absence of any Test required from Students desirous of pursuing their Studies within its walls, while the numerical strength of the Church of England Body and the creditable exertions which its Members have made to give it efficiency as an Educational Institution without being a charge upon the State, alike entitle it to sympathy and consideration with the Collegiate Bodies now making their appeal to the Legislature.

III. MEMORANDUM BY DOCTOR RYERSON ON MR. LANGTON AND THE HONOURABLE WILLIAM CAYLEY'S DRAFT REPORT, ON BEHALF OF THE UNIVERSITY OF TORONTO AND UNIVERSITY COLLEGE TO THE SELECT COMMITTEE OF THE HOUSE OF ASSEMBLY, ON THE MEMORIAL OF THE METHODIST CONFERENCE.

NOTE.—The copy of this Draft of Report, prepared by Messieurs Langton and Cayley for the Select Committee was never laid before it for adoption, but a copy of it having reached Doctor Ryerson, he prepared the following Memorandum in regard to it:

This Paper misrepresents the question; raises a false issue, and misstates facts.

I. It misrepresents the Conference Memorial and the Petitions by what it states, and by what it omits.

(1) The Memorialists said nothing about the "Policy of the Government." They believe the Government knew little, or nothing, about it, but just left the Senate of the University to do as it pleased.

(2) The Memorial never mentioned, or alluded to, Salaries; and the allusion to the subject in Doctor Ryerson's first Statement was in these words:—"The Expenditures of the University Funds are increased, and are large beyond all precedent, and under every head,—Salaries, Incidentals, Stationary, Examinations, etcetera, as well as Buildings." And from this incidental allusion to Salaries, in connexion with other increased Expenditure, (the truth of which no one can question,) the Representatives of the University and College occupied the Committee some days about Salaries, to show that Doctor Ryerson, was the Author of them; the issue was of their own raising, the Memorialists not having alluded to the subject, and Doctor Ryerson having only made the slight allusion to them as above quoted.

(3) Nor did the Memorialists say anything about the "composition of the Senate," as "one-sided," etcetera. The statement was that a "majority of the legal quorum of the Senate consisted of the Professors of University College; and that they really constituted the working majority of the Senate." This fact has not been disputed; and the evidence of the Reverend W. H. Poole, (who searched the Records of the Senate for three years and gave the result); has not been called in question, and clearly proves what had been stated.

(4) But, the names of the Members of the Senate, given in this Paper of Messieurs Langton and Cayley, prove the one-sidedness of the Senate in two respects. *First,*

that a considerable majority of the whole Senate reside, in Toronto, and, therefore, have a "one-sided" local interest. *Secondly*, nineteen out of forty-three Members of the Senate are either Professors, or Graduates, of University College; and, therefore, a more "one-sided" Body, in that respect, considering its numbers, could scarcely be selected.

II. The complaints of the Memorialists were 1: That the University Act of 1853 intended a complete separation between the University and University College; but that they had become practically one by the appointment to the Senate of four Professors of University College, and by the proceedings of the Senate. The justice of this complaint has been established beyond doubt; but the Authors of this Draft of Report to the Select Committee avoid even an allusion to it.

2. That the large extravagant Expenditures have been made in Buildings, etcetera, not contemplated by the University Act;—this point the Draft Report refers to the old and long condemned Estimates of King's College Buildings, but does not allude to the Estimates and plan of a University Building adopted afterwards by the Baldwin Administration, and for which the Architect, (Mr. Young) received some two, or three, if not Five hundred, pounds, (£500).

3. That a large sum was expended on Scholarships, for the building up of one College, and was not sanctioned by precedent. The truth of this complaint and statement is denied. But it has been clearly shown, and not denied, that these Scholarships are for special subjects not embraced in the Curriculum for general Students; and to pursue which, special subjects, and some ordinary subjects, are allowed to be omitted, and, therefore, no other Colleges could compete for them without providing special Teachers for these special subjects, and thus, would have to allow the Students to omit some ordinary, or pass, subjects. Neither of which any other College could, or would do; and, therefore, the Scholarships of the Toronto University, although nominally and pretendedly open to general competition, are practically, as well as designedly, as much for University College, as if they were formally restricted to it, except the few Scholarships in Law and Medicine, which, I believe, no one will undertake to insist upon as either necessary, or beneficial.

4. That the standard of Matriculation has been reduced, which is confessed; and that the Course of Studies has also been further reduced by Options, and this cannot be denied, although it it attempted to be justified. The appeal to the example of English Colleges is baseless,—for Cambridge does not allow Options until the latter part of the second year, and that after a "Previous Examination," which Provost Whittaker, in his answers to Questions 310, 311, (page 199) states to have been raised, so as to be about equal to a former Examination for a Degree of B.A. No Options are allowed, or recommended, at Oxford, except during the fourth year. In the Irish Colleges no Options are allowed during the first two years of a severe three years' Course of Study. In the London University, no Options whatever are allowed in the Examinations for either the first, or second, Degree of B.A. Now these examples are no authority for Options, at the end of the first year of a Law Matriculation Course of Study.

III. Further, there are, in the Draft Report of these two Gentlemen:

1. Misstatements as to the Salaries of Messieurs Hodgins, Robertson, and Cockburn; also,

2. Misstatements as to three Representatives of Victoria College in the Senate of the University of Toronto, and further,

3. Misstatements as to the object of Doctor Wilson's defence: each of these misstatements is dealt with separately in the Proceedings of the Select Committee, which see,

TORONTO, April, 1860. EGERTON RYERSON.

CHAPTER IX.

THE UNIVERSITY SYSTEM OF FIFTY YEARS AGO CRITICISED,—ITS TOO LARGE COLLEGES AND ITS SYSTEM OF OPTIONS, OR "ELECTIVE STUDIES," CONDEMNED.

A notable Address on the University System in the United States, and incidentally that of Canada, of Fifty years ago, was delivered at Columbia College, New York, on the 12th of June, 1906, by the General Charles Francis Adams of the noted New England Family of that name, of which President John Quincy Adams was the chief. He is a Graduate of Harvard University of 1856, and, for the last Twenty-four years, an Overseer of that University.

The Address, (of which Mr. Adams has kindly sent me a copy,) deals principally with three important subjects; *Firstly* with large, or practically overgrown Colleges, instead of the smaller ones, like those of Oxford and Cambridge, in which the personal isolation of the individual Student from the Instructor is a marked feature.* Of this, Mr. Adams gives some striking instances. *Secondly* of the evils of Options, chosen by immature youths; and *Thirdly*, what constitutes an Educated Man, in the true sense of that term.

It will be noticed in reading Mr. Adams' Address, that he incidentally differs very materially from some opinions very confidently expressed before the Select Committee of the House of Assembly on the Toronto University System, by various Witnesses, and it is for that reason that I insert it here.

It will also be noticed that frequent reference was made to Harvard University in the Proceedings of the Select Committee of the House of Assembly. It is to that University to which Mr. Adams refers in his Address.

I was so struck with these facts, that I wrote to Mr. Adams to favour me with a copy of his Address. He kindly complied with my request, and I, therefore, embody its chief arguments and salient points in this Chapter.

The following is a brief analysis of this valuable Address, as given in the *Springfield Republican* Newspaper, in which it was published.

> The Address on the modern College Education, which Mr. Adams delivered at Columbia University, and which is printed in full in this Paper, reaches a very high level of criticism, and it is sure to cause all the discussion which its Author anticipates.
>
> Mr. Adams is himself a Harvard Graduate of 1856, and a Harvard Overseer of long service. Mr. Adams is dissatisfied with two main features of the College Education of to-day, and it should be said that he is not the only one. The horde of Students in a single Institution distresses him, because the individual Student is more than ever lost in the multitude; and the present status and working of the Elective System are far from satisfying his educational ideals. He develops the criticism along both of these lines with much skill, drawing freely from his own personal experience, (of fully half a century,) and much that he says will seem convincing to many minds. Over-

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*The Tutorial System of Oxford is admirable, because of the value of personal contact with an intellectual superior which it involves. . . . The Tutor assigns work, which the Student must do. . . . He guides him in his work and advises him, and is responsible for his standing in his class studies. *Impressions of Oxford 1906.*

grown Colleges are very vulnerable to attack; and Mr. Adams is by no means the first one to point out the imperfect results of the Elective System, with its trailing battalions of lazy Students on the scent for "snap courses" and Degrees, "while you wait."

Coming immediately to the constructive part of the Address, Mr. Adams naturally finds it harder to build up than to tear down, yet it cannot be complained that he has not seriously and admirably presented a conception of what the College of the future should be, according to his ideal. His first suggestion, that our large Colleges should be subdivided into smaller Colleges, after the model of Oxford and Cambridge, in order to restore the old-time touch between Instructor and Student. . . . The germ of Mr. Adams' idea in this respect is well worth cultivating. What he proposes, in fine, is a Group System of some sort, which would have the effect of releasing the individual Student from the thrall of great masses, and from wholesale instruction on the modern factory plan. Princeton's new Tutorial System is really an effort to remedy the fault which Mr. Adams points out, and the effort that he would make to promote a more perfect individualism in education is not to be decried.* . . . Mr. Adams has become a supporter of the theory that the education of a young man should proceed along the line of greatest resistance, in short, that he should be forced to study those branches for which he has the least liking and aptitude, in order to add symmetry to his educational outfit. His conception, as an ideal, has much to commend it. Evidently each Student's case should be considered by itself, and a special Course of Study marked out for each by an experienced Adviser, with sole reference to that individual's special needs in the way of both mental discipline and of knowledge. . . .

But who is to decide what may be a Student's individual needs? Here is the point where Mr. Adams clashes with the established system. He would maintain Electives, in the sense that a Special Course should be mapped out for every individual

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*The following is this new System of Instruction, about to be adopted at Princeton College. It is proposed in the Fall of 1906 to abandon, at least to a great extent, the old-time Class Room System of Instruction now practically universal in American Schools, and to introduce in its stead a Preceptorial system, similar to that in vogue at Oxford, England. This, it is stated, will be the most important advance made at Princeton in fifty years. To do so it is proposed to raise a special fund for Preceptors, (as they are to be called), so that when the College next Convenes there will be nearly one hundred Preceptors engaged to give instruction. "The importance of the whole system," says the Reverend Doctor Wilson, the President, "lies in the character of the men who are being obtained. In the first place, they are being selected along very careful lines, and only those who are in entire sympathy with its spirit, and understand the scope of the plan which is being developed. They are to be selected primarily upon their standing as Gentlemen, as men who are companionable, whose personal qualities give them an influence over the minds of younger men. If their qualities are Gentlemen and as scholars conflict, the former will win them the place."

The real object of the system is to bring the Student and the Teacher into closer sympathy. The chief complaint against education at the large Universities is that the Student can receive no individual attention from his Instructor. The new preceptorial system will do away with that complaint, and each man will receive more attention than he would in the smallest classes of the smallest College.

"The new Tutorial System," Doctor Wilson asserts, "is not to be merely the extension of the system of Class-room work by enlarging the Faculty and making the Classes smaller. No matter how small a Class may be, bright men who won't work and dull men who can't work are invariably ranked together, and treated with the same hard and fast methods, with little resulting benefit. Class-room work is never calculated to deeply interest a man in study. The Tutorial System is a plan to get hold of the personal education of each man, giving him freedom, with some guidance, in the things toward which his taste runs, showing him his weak points, and training him to see the value in the things which he does not naturally like.

The inner workings of the System are somewhat as follows:

The new methods of instruction will not be at all revolutionary in character, but they will involve a great many interesting changes. There will be fewer Lectures and fewer class-room Exercises in the various Courses, in order to make way for personal conferences between the Student and the Instructor. The present staff of the University will take an active part in this conference work, and it will be the chief business of the Gentlemen who are to be added to the Faculty; so that the whole aspect of instruction will be materially altered.

Students will be met by their Instructors, either singly, or in groups. When groups are formed, they will be made up of men who are found to have substantially the same preliminary training, the same capacity for work, and the same tastes and aptitudes in what they undertake. Those who cannot thus be classified, or who stand in any special need of individual assistance, will be met singly and assisted in the way best suited to their needs.

There will naturally be a good deal of written work connected with this kind of instruction. The Students will frequently be called upon to submit brief reports of one kind or another to their Preceptors, very much as they do now in the various Thesis Courses, although more informally; and it is expected that all of this written work will be judged of with regard to the English in which it is written, as well as in respect to its subject matter, so that the men will be given constant drill in the correct use of the English language, and in the development of their powers to express ideas. *(Copied from an American Newspaper; August, 1906. Editor.)*

Student, but he would not permit the Student to map it out for himself. Some master mind, embodying evidently a great deal of insight and wisdom, should "size up" the Student, discover particularly his mental failings and, thereupon, prescribe a complete Course for him, designed primarily to strengthen his intellect at its weakest points. And this Course the Student should be compelled to pursue while in the College.

IDEAL COLLEGE TRAINING, AND THE ELECTIVE SYSTEM OF STUDIES.

An Address by General Charles Francis Adams, a Harvard Graduate of 1856, and an Overseer of that University since 1882.

On occasions like the present, prefatory remarks are, as a rule, dispensed with. It so chances, however, that for me personally this particular occasion is exceptional. In the first place, this is my fiftieth year since graduation; and, as no similar anniversary has preceded it, none like it will follow. The Classes of 1856 now gather each to its Alma Mater, and from the scant and furrowed remnants, the cry goes up—*Morituri te salutant.* But, in the second place, I individually have another message to deliver, —a species of valedictory. I claim, therefore, the privilege of a preliminary word, at once explanatory and justicative.

Not what is known as an educationist, I propose to-day to discuss grave educational problems. The views I am about to advance are, moreover, somewhat at variance with those at this time usually accepted; and, although radical in their way, are, in some respects, reactionary. So, knowing by experience how thoroughly equipped those are with whom I must necessarily be brought in contact, I want the why and wherefore of what I say to be clearly premised. . . .

Close upon a quarter of a Century ago, that is, in June, 1882, I was chosen by the Alumni of Harvard as a Member of its Board of Overseers. The term of service on that Board is six years, and I have since been three times in like manner honoured. The close of my fourth term is near; and with its close, my official connection with the University ceases. My personal interest in it will, of course, continue. Looking back on those twenty-four years of service as continuous as the law allows, certain conclusions have, I find, gradually crystallized in my mind; and I am not unwilling to avail myself of this opportunity to set them forth. Wholly the result of personal experience, and of observation from a somewhat external point of view, they can at most be merely an individual's contribution to an endless, but always interesting debate. As such they are offered.

Looking back, then over the two periods, the half century since graduation, and the four and twenty years since I first took my seat as a Harvard Overseer, I find myself, as is not unusually the case, by no means in complete accord with results;—nay more, as already intimated, I find myself somewhat of a reactionist. In no degree an admirer of things that were, I am, if possible, still less disposed to rest in all respects content with what is. My testimony is merely that of an observer,—an observer who is neither an optimist, nor a pessimist, although, perhaps, inclined to be otherwise-minded.

Two Notable Changes in Fifty Years.

I am about to speak, be it also remembered, not of the University, but of the College,—the period not of professional, but of academic, training, the four years which, half a Century since, intervened between the seventeen and twenty-one years in 1850, and which now intervene between the eighteen and twenty-two in 1900. As respects this period,—the more essentially formative period of life,—the two noticeable College changes which have come about within the half century have been the great increase in the number of Students, as well as the Institutions, and, so far as Harvard is concerned, the adoption and consistent following out of the Elective System in

Studies. In the beneficial results of both I was once a believer; but as time has gone on, and I have observed the younger generation, more and more doubt has arisen in my mind, until now I have become satisfied that, as respects numbers, a thorough reorganization of the whole College System is necessary, while, as respects the Elective System, I am equally clear a reaction is both impending and desirable.

First, as to numbers and the College organization. The Harvard Class of which I was a Member appears in the quinquennial Catalogue with 92 names, the largest number recorded up to that time. The College then reported 320 Students in all. To-day, fifty years later, the graduating Class numbers 242, and the academic department of the University,—Harvard College proper,—last year reported more than 2,000 Students. It is a matter of common knowledge that, in this respect, the experience of Harvard has been in no way peculiar. Brown, Amherst, Williams, Tufts and Dartmouth Colleges each number from 379 to 900 undergraduates, all exceeding in size the Harvard of 1856,—Williams by 40 per cent.; Tufts by 18 per cent. The criticism I have to offer, in so far as it is either just, or erroneous, is, therefore, applicable to all our Colleges. Whether or no this great increase both in Students and in Institutions is desirable, I do not propose to inquire. Very possibly it is not. . . . . In the present case, it is also, I have sometimes thought, open to grave criticism as a practical misapplication of an Endowment. . . . But coming directly to my point, all subsequent observation tells me that the Harvard College System of fifty years ago,—the distinctly American Collegiate System,—was already in my time outgrown, and, in essentials, radically defective. Further, I find myself led to believe that the condition of affairs, in this respect, bad then, has since grown steadily worse. The whole situation I am persuaded to-day stands in crying need of reform; and yet how to reform it is, I confess, a problem most difficult of solution. Let me state the case.

At Harvard, as elsewhere in the American Colleges, we still adhere to the old organization,—the four Classes, from Freshman to Senior. But, fifty years ago, each of the four Classes was a unit. Following the Secondary School System, a Class was separated into divisions which, during the first two years of the Course, recited, or attended Lectures, together; and, subsequently, during the two last years,—the Junior and Senior years,—when the choice of Electives was, to a certain extent, permitted, the divisions in Electives were limited to the Class, the Members of which thus entered College, went through it, and graduated together. Naturally, a Class feeling, more or less strong, resulted. In those days each Classmate knew every Classmate, and could address him by name. As late as 1870, and the advent of Doctor Eliot to the Presidency, the traditional organization was not wholly outgrown, although a maximum of development had for some time been reached. The College had become unwieldly. Before 1850, even the contact between the Instructor and the individual Student was less than it had formerly been,—far less than it should be. Still, up to about 1870, every Instructor had a more or less definite opinion of every Student, who recited to him; and every Student had a clearly defined judgment as to every Instructor. The personal relation between Instructor and Student was, however, even then only theoretical. The influence of contact was conspicuously lacking. For purpose of illustration let me appeal to my own experience.

In college days I was about an average Student. Standing high in only one, or two Courses, I was an omnivorous reader; and, as I now clearly see, stood greatly in need of friendly counsel and sympathetic guidance. Of it, I got absolutely none. . . .

Instances of the Isolation of Students and Instructors.

The experience was, I believe, typical. So far as influence on the individual, as between Instructor and Student, Master and Disciple in theory,—so far, I say, as this great factor in all higher education was concerned, our College System was outgrown and was wrong then, I know; my observation tells me it has in this respect been going steadily from bad to worse ever since. What was the System then? What is it now?

The College, or academic, period,—the years between seventeen and twenty-one, in 1850, as between eighteen and twenty-two, in 1900,—this period between school and profession is distinctly formative; during it the average human nature is in its most plastic state, and peculiarly subject to influences, good or bad. Under our American College System, what is done for our youth during that period? Fifty years ago the Boy was taken from school at seventeen, and sent to Harvard. Up to that time of great change he had lived at home, subject to what is known as home influence, certainly to home supervision, and he had attended school. The discipline was constant and rigid; the Instructor knew every Boy in the class; every Boy was, so to speak, "sized," and his place assigned to him both in the estimation of others and in his own. He was then suddenly projected into a new life; and, thereafter, left absolutely to form himself. All external, individual direction was removed. The impress of the elder and riper mind upon the younger and less mature was absent. Not even an effort was made to supply the want. The idea of such a want on one side, or function on the other, found no place.

A Striking Case, by Way of Contrast.

For purpose of contrast, let me cite a case. A number of years ago I had occasion to prepare a Memoir of the younger Richard Henry Dana, the author of "Two Years Before the Mast." A noticeable man in almost every way, in some respects Mr. Dana was gifted with genius. In the course of his Student life at Harvard he had, quite unconsciously, occasion to illustrate by his experience the deficiency of the system just referred to. It was in 1831, when the Classes at Harvard, averaging some sixty in number, had not yet swollen to the point that did away with individuality. Entering College at the age of sixteen, as the result of one of those extremely ridiculous rebellions which distinguished the presidency of Doctor Quincy, young Dana had the good fortune to be rusticated for a Term. Of an impressionable nature, he passed his months of enforced absence from Cambridge at Andover, studying with the Reverend Leonard Woods, subsequently President of Bowdoin College. Thereafter Mr. Dana always accounted that silly college rebellion, and the rustication consequent thereon,—as one of the fortunate incidents of life, bringing him, as it did for months, at a most receptive age, in close moral and intellectual contact with a really superior man. President Woods was then but four and twenty years of age, and a resident licentiate of the Andover Theological Seminary. Long afterward, Dana wrote of his Preceptor that he was "an indefatigable and enthusiastic Student, with a heart full of noble and kind sentiments, with a manner which won the confidence and love of all, with remarkable purity of spirit, free from prejudice, opinionativeness and exclusiveness." Here was a truly suggestive experience, conspicuously absent from Harvard possibilities whether of that period, or of this.

The Isolation of Student and Instructor now even more marked than ever before.

Conditions in this respect have, as I have said, not improved with time,—they have, on the contrary, grown distinctly worse. The gulf which divided the usual Instructor from the average Student is far more impassable now than it was in 1850,—far less impress of individual mind on mind is possible. I bear witness it was little enough then; but, now, what room is there for it at all? The Class is broken up and the Course substituted for it. The Lecture has taken the place of the Recitation. Except in certain limited Courses, and with individual Students, the periodical Examination Paper is the nearest approach to personal contact. The average Student is merely one unit in an impersonal mass. Of the Elective System I propose to speak presently; in this connection it is merely necessary to say that, as now in use, it plays into the general scheme, rounding out its imperfections. It supplements its deficiencies. What is the result?

Take the average Boy of to-day,—my Son, or yours,—consider the College Course open to him. He is now apt to go to Cambridge, or New Haven, not from home influences, (which, in these days, have degenerated,) but from the Preparatory School.

So far, my observation leads me to believe the change of system has been beneficial. The Streets of our modern Cities are not edifying, as the place for resort of Boys during the play hours, and Home Supervision has not tended to become more rigid, or even wiser, as the years have passed. The equalizing influence of the Preparatory School is good; and it is good just to the degree in which supervision is constant, and discipline wise in strictness. The contact between Master and Pupil is homelike and personal; the immature and the more mature rub against each other. The attrition is unavoidable; its effect unconscious.

And the Boy suddenly goes to College! What greater change can be imagined? From an existence subject to unceasing supervision he passes to one of extreme freedom; from daily contact with the more mature, he becomes a lecture-room unit; from a System of Studies, carefully prescribed, he is invited to take his choice of a bewildering assortment of Electives; in place of an intelligent guidance, (as in England by Tutors,) he is thrown roughly back on his own untutored judgment. Such a system I hold to be radically wrong. An outgrowth of something suitable enough for an earlier and a simpler period, it is in no way adapted to modern conditions. Released from the Preparatory School the Boy is turned out, and left, so to speak, to browse around at his own sweet will; and this too at a period when his judgment is most immature, when he least understands himself, or knows the world, when all the hard lessons of life are yet to be learned. . . . .

The Ideal College Organization—Its Benefits.

In the case of Harvard University, I would, were it in my power, discontinue absolutely, and wholly break up, the traditional Academic System. Harvard College, save in name and continuity, should cease to exist. In place of it I would have a number of Colleges, all independent, at the head of each of which should be a Master,—if you like a President. Those Colleges should be so limited in size that individuality would be not only possible but a necessary part of the system. The Master should know every Student. Instructors and Students should constitute a large Household, under several roofs and with common Grounds,—independence and individuality under suitable restrictions, should be the underlying motive. The University, with its elaborate machinery of instruction would then come into play to supplement College instruction. The University Professors would teach; and the Students of each College, under the supervision and by the advice of the Master of the College, would select their Courses. The System of general University Electives would be combined with prescribed home Courses in each individual College. The Master would give tone and character to his College. and to each individual Student in it. The final Degree, bearing the name and seal of Harvard would be conferred as the result of Examinations in common, all the Colleges competing.

Such is my ideal of a system to replace the present and traditional system, and make good its glaring deficiencies. The obstacles in the way of its realization, however, loom large. Harvard is a growth,—a growth of close upon three Centuries. Its Halls, its Grounds, its location, its Endowments, its Organization, and more, and most of all, its Traditions, are obstacles well nigh unsurmountable. . . . Under an independent College system, however, at once elastic and individual, but culminating in a common and uniform result, anything and everything might be anticipated,—the Endowed and Free College, the College with Scholarships, the College of moderate cost, or, finally, even the College of Millionaires. All, however, would be subject to the supervision of the Board of Overseers, acting as the grand inquest of the University, and all would be judged by the common test, the conferring of the University Degree.

I have referred to the Course of Studies to be pursued in the Ideal College,—the prescribed Courses and the Electives. All would be under the immediate advice and impulse of the Master, necessarily of more mature judgment, acting on personal knowledge of the individual Student,—his aptitudes, his deficiencies and his environment.

The Optional, or Elective, System and its Evils.

This discussion naturally brings me to the more important part of my theme. I refer to the Elective, or Optional, System, so-called, in its present stage of development and application, so far at least as Harvard is concerned. And here I may as well at once utter a confession of faith. Briefly, speaking from personal experience of which I know, and from observation both long and patient, I have come to regard the Elective System in its present form of development as an educational Fad, and a very mischievous one. As such, I do not believe in it; nor have I any faith in its outcome until, as an educational process, it has been reconsidered and placed on a new basis, radically different from that now in use. . . . . I am a disbeliever, as I have said, in the Elective, or Optional, System, so-called, as at present developed and applied; and I may add that I am no more a believer in it as developed and applied fifty years ago. In the fundamental idea of an Elective System, that of individuality and the cultivation of aptitudes, I have firm faith; but that idea finds poor expression, in my judgment, it is crude, ill-considered, thoroughly unscientific and extremely mischievous. And now, speaking again from experience and observation, in what I have have to say I must make even more frequent use than heretofore of the personal pronoun.

My understanding of the argument in favour of the Elective System, both in its earlier form of fifty years back and its more fully developed phase at present, is that, recognizing individuality, it gives scope and play to aptitude. The field of human knowledge has also been of recent years vastly extended, and its products so diversified and again differentiated, that a smaller and yet smaller portion only can be covered even by the most ambitious intellect, and, hence, selection is necessary. So, fifty years ago and in yet greater degree now, the youth of eighteen was let loose in this vast and diversified pasture ground, and told to make his selection, consulting his aptitudes. The System thus pre-supposes that the average youth of eighteen, fresh from School, has defined aptitudes, and not only understands himself, but can be depended on to select judiciously. I may have thought so once; but I was very young! I am older now, and I make bold, as the result both of experience, and somewhat bitter experience, and of observation, and somewhat extended observation, to challenge both premises and conclusion.

The Youth is no Judge of His Needs.

In the first place, I wholly deny that the average Youth of eighteen has any well-defined, or clearly developed aptitudes; or, having them, that he is, at that age, well qualified, or, indeed, in any sufficient degree, qualified, to judge of them, or of the training most calculated to their more perfect development. I distinctly and most definitely know, and now sadly recognize the fact, that it was not so in my case; it was not so in the case of any of my Brothers, or of my Sons; it has not been so in the case of any single person who has chanced to come within my range of close observation. That I, and that every one of those I have thus referred to, had a certain degree of individuality, and could do some things far more readily than I, or they, could do other things, goes without saying; but that the average youth of eighteen has distinctly defined aptitudes, or any clear apprehension of how his faculties, as a whole, should be brought into play and trained to the proper development of those aptitudes, I know positively to have been the reverse, of correct, in my own case, and I have, moreover, never known a case in which it was correct. That the Elective idea was an improvement and a great advance on the educational Procrustes-bed system which preceded it, I do not for a moment deny. On the contrary, I fully and unreservedly concede it. But, in itself, as yet developed, and as a final result, I find myself compelled to repeat I regard it as crude, ill-considered, thoroughly uncientific and extremely mischievous.

What was considered as a Liberal Education.

Recurring to the general problem—the old Procrustean system of College Education was based on the assumption that certain things went to make up what was, and, for that matter, still is, conventionally known as a man of liberal education. All men, moreover, were assumed to be alike. What experience had shown was good for most was good for all and for each. The educated man, so-called, must know certain things, or at least have a smattering knowledge thereof. They were always the same things. The only conception of a mental training was confined to a thorough grounding in what were known as the "humanities." . . . This System was, and, by tradition, had always been, one of strictly prescribed Studies, uniform in character and application. Once released and in motion, the pendulum swung far back. In fact, it swung to the other extreme. The cry was liberty, aptitude, individualism.

Originally, and distinctly so in my time, the conception of a University, or Liberal Education, was that the Baccalaureate had at least a rudimentary insight into a great many branches of useful knowledge,—for example, the Classic Tongues, History, Physics, Metaphysics, Philosophy, Mathematics,—including Arithmetic, Algebra and Geometry,—Logic, Astronomy, Political Economy, the use of the Spheres, etcetera. These Studies were not much regarded from the mental gymnastic, or training, point of view; but, like silver dollars in the pocket, they were good things to have in the head and memory. A little knowledge of Chemistry, or Algebra, might come in handily some day; almost as much so as an apt classical quotation. More recently this mid-century practice has given way to the specialist theory of Electives, now in vogue.

The Old and New Systems are both Unsatisfactory.

I find myself as much dissatisfied with the new as I was with the old. Neither squares at all with my experience, or my observation. What have I to propose as a substitute for that which exists, and which I thus unsparingly condemn? . . . . But, before propounding a system it is necessary to agree on first principles. To begin with it, it is essential to define a College Education,—that is, an education which prepares for life's specialty, or calling. It is, I contend, purely a training of the mental powers,—the suppling and developing of the intellectual muscles and sinews,—the proportioning of the faculties. So far I imagine, there will be a general concurrence; no paradox has yet been enunciated. But both my observation of others and my self-experience next tell me that all the faculties, as seen in every human mind I have had occasion to study, group themselves under three distinct heads, first, and highest, the imaginative, second, the reasoning, and, third, the observing. There is no attribute of the mind, so far as I know, which will not find its proper place in one, or another, of these groups, and be subject to its laws. The imaginative includes, of course, the literary and the artistic; the reasoning, Logic, Mathematics, and cause and effect; the observing, all outward manifestations of matter and inward or mind, the subjective as well as the objective. Every man's aptitude lie in one, or other, or possibly all three of these directions. . .

What is an all-round Educated Man?

"The Educated Man,"—what we colloquially call the all-round educated man,—is next to be defined. An educated man is, I take it, one in whom the imaginative faculties, the reasoning faculties and the observing faculties have all been properly and adequately developed,—developed to such a degree that each becomes a usable tool for accomplishing the work in hand to do. The imaginative man should be trained to reason and observe to a degree. The reasoning man, devoid of imagination and unable to observe, becomes, whether in religion, in politics, or in philosophy, notoriously a pitfall. On the other hand, the observing man finds himelf at fault unless the can imagine and reason. No man, moreover, is fit to be called educated unless in him each group of faculties has been suppled and trained. Newton, for instance, observed an apple drop; he fell back on his imagination; his Mathematics did the rest. . . .

What was most needed in my case I did not get. I chose the Elective System instead.

I know that in my case, as in the case of every man I ever met, the education I most sorely needed was of those faculties in which I was most deficient. For example:

I suppose, . . . I shall presently find myself accused of much of what the critics are pleased to call "loose thinking" in this Address. The term is a convenient one, used to describe any thinking, or result of thought, in which the person criticising fails to sympathize; but, assuming in the present case its truth, what does it imply? Simply that, as respects the reasoning faculties, my early education was neglected, a natural deficiency was not made good. . . . But the deficiency is, in my case, to be laid at the door of the College Elective System. I had no aptitude for Mathematics,—for close reasoning in any form. I got rid of them under the Harvard Elective System at the earliest moment possible like the others, I followed the line of least resistance,—my inclination to avoid labour in thought. We all did it then; they all do it now. It is the natural, as well as logical, outcome of the College Elective, or Optional, System, as at present in vogue. I have ever since been labouring to make good that lack of early training.

In my case what took its place in College? I browsed about, sampling this, that, and the other. I gave up the Classics; I got rid of Mathematics; and I have since learned that, educationally, the thing of all things I needed for my subsequent good, was a severe and continued training in Mathematics and in Greek. I now devoutly wish I had never been allowed a choice.. . . .

(NOTE. Mr. Adams here quotes the case of Charles Darwin and his somewhat defective training, as recorded at some length by his Son. Mr. Darwin himself says: "Although there were some redeeming features in my life at Cambridge, my time was sadly wasted there, and worse than wasted.")

Thus totally disqualified for the wise selection of his own College Electives was one of the most remarkable minds in England, in all its long history, has ever produced. Naturally, Darwin was above all an observer. For this branch of training the University, as then developed, furnished no opportunities. No provision was made for it; nor was the want considered worth supplying. It did not come within the sphere of University work, as then understood. What his mind needed, however, was a thorough discipline in Mathematics and in the Classics. His imaginative powers were defective. . . . . Incomparable as an observer, what Darwin's mind needed, as he himself later noted, was literary development and mathematical training. But my immediate point is that, if Charles Darwin was, in his University days, quite unqualified to settle for himself the instruction he most needed to develop his faculties, what can be said in favour of the free elective system when applied to the average youth? Clearly, it is not calculated for the production of the well and symmetrically proportioned mind, with every faculty supplied and made available. Its logical tendency would be toward a slipshod and slovenly mode of thought in the average man, with exceptional instances either partially developed, or developed abnormally. . . . It must be admitted that in those days advice on this subject was not within the Student's reach, or the College purview. Indeed, I can now easily picture to myself the outcome of a Student's interview with a typical Professor of that period, had he been consulted as to a Course best calculated to train the observing faculties. As the light would dawn upon the Professor in this interview, he would oracularly remark: "Oh, yes!—development of observing faculties; I see! I should by all means recommend a thorough grounding in the Greek and Latin Grammars. Nothing like it to make boys construe correctly; and what is that but correct observation?" And so the interview would end. . . . I have already referred to the familiar case of Newton and the apple; the great Mathematician observed, where the College Professor would only have seen a far from unusual occurrence. . . .

It is simply amazing to note the extent to which, liberally educated men through generations, having eyes to see, and yet fail to observe. Problems of greatest moment, although obvious of solution, thus remain unsolved, even by those most thoroughly grounded in the humanities. . . . But the work of the trained observer is of infinite importance in every branch of research. That the habit of careful observation can be educated is obvious; that it should be imparted early few will be disposed to deny; that even now it is recognized, except incidentally, in any College Curriculum nobody pretends. Yet it is at the very foundation of every Course in Natural Science, and, for that matter, of every Course in Social and Applied Science also. . . .Yet generation after generation of those learned Professors had walked the familiar Streets and contemplated the everlasting hills,—all God's handiwork; and, until Agassiz enlightened them, the significance of yonder Bowlder in the field, or those scratches on the Stones by the wayside, or those layers of Clay and Gravel in the cutting, quite escaped their purblind gaze. The College taught the humanities and Philosophy; but the intelligent use of the eyes was beneath its dignity, and none of its affair.

What are the Aims of the College.

But the whole issue centers just there. What is its affair? So far as I have been able to ascertain through twenty-five years of the discussions of the Harvard Board of Overseers, of which I have been a Member, the Authorities are as wide apart on that subject now as ever they were. There is no agreement; no united effort to a given end. Some still contend,—I have heard them in debate,—that the true end and aim of the College should be to send young men out into the world with their heads packed like valises with a choice assortment of odds and ends,—some of the humanities, a smattering of Greek and Latin, of course a fair supply of Mathematics, samples of Natural Science, a specimen or two of the world's stock of History and so-called Philosophies, with a superficial familiarity with the masterpieces of Literature. The young man whose head is thus loaded up is, according to their view, well equipped. By him the College has done its whole duty.

Next comes the prophet of the athletic dispensation. Do the authorities give proper attention to the intercollegiate contests? Class standing is all very well; but who is Captain of the crew, or the football team, or the baseball nine. . . . Next comes the utilitarian. His idea is that the College takes too much of the Student's time for Studies of no practical use in the life that now is. The College training should be of a business, or common-sense, character,—the humanities should be relegated to the background, and good, plain, bread-winning ends held steadily in view,—all else is what they contemptously designate "mere culture." A grade higher up is the advocate of specialism. Impressed with the immensity and diversity of knowledge, he sets it down as the function of the College to prepare men to do that work for which they feel an aptitude, and to do nothing else. To that they should be trained from the Kindergarten; and the College should stand aside, and content itself by aiding them in every way as they worked out their internally inspired destinies.

The College should be an Intellectual Training School.

From all of these views of the proper College end and aim I dissent. My own belief is that the College is simply an intellectual Training-school,—a mental Gymnasium; no more and no less. As it is the function of the Gymnasium to turn out the Athlete with no muscle developed at the expense of any other . . . so should it be the function of the College to turn out the Student thoroughly trained in the use of all his faculties, and supplied in all brain action. The end in view is not acquired knowledge, but the control of every faculty for the quick acquisition of knowledge.

With this definition in mind, let me close by picturing the Ideal College of the future as, nearing the end, I see it. It is something very different from what I know by experience was; or, from what my observation tells me, is. It is what, as I see it now, I required, but did not get; it is what my observation leads me confidently to believe those of the coming generation with whom I chance to be in contact ought to have.

Fifty-four years ago, in 1852, when the class of 1856 entered Harvard, the College, (that is the undergraduate department alone,) reported three hundred and twenty Students,—four classes, averaging exactly eighty members each. It was what would now be considered a small College,—(to-day Williams, Tufts, Amherst, Bowdoin and

Dartmouth average 600 Undergraduates each, 150 members to every class). One and all they are larger than Harvard then was. Harvard, accordingly, in 1850 was of just the proper size to allow in theory of close personal touch between Instructor and Student. Every one, Professor, or Student,—Teacher, or Taught,—connected with the institution was supposedly individual. But it was not so, as I have shown. A more complete separation of the mature from the immature could hardly have existed. But assuming that eighty is the proper limit of a College,—that number of Students a competent Master can familiarize himself with personally and individually influence, mind acting on mind,—in that case Harvard then would have numbered four separate Colleges,—we will say Holworthy, Stoughton, Hollis and Holden,—Harvard names,—each with its own directing head, and mind, President, Dean, Chancellor, Master, however he might have been designated. Now, there would be some twenty or more such Colleges. Presumably each College would have its specialty,—that line of instruction and Electives to which its Master most inclined,—Classics, Mathematics, History, Physics, Philosophy, and so on.

Selecting his College, as he inclined, the incoming Student would, on its Books inscribe his name. Passing his admittance examination, he would, at the proper time, present himself to the Master of Holworthy, where a record of his performances would have preceded him, and be in the hands of the Master. Then, face to face, the two would proceed to "size" each other. The result would be a Programme of Study reaching forward through the entire College Course,—Studies prescribed and Elective, only to be changed with the consent and upon the advice of the Master.* Had such a system been in use when I entered College, I well know what my College Course might have been had I been blessed with guidance, wise, or kindly; something, I everlastingly regret to say, wholly different what it was. Grouping the faculties, and giving due emphasis to aptitudes and inclination, to the account of the imaginative qualities would have been assigned Greek, German and English, all to be followed up systematically, consecutively and persistently from the day of entrance to that of graduation. To this I would readily have assented.

Not so, when it next came to providing for the supplying and developing of my reasoning faculties. For that, a continuous Course in Mathematics was necessary; and, even now, I can hear myself vigorously protesting, earnestly pleading against it. I hated Mathematics. I had no aptitude for figures, or demonstrations; I never could attain any considerable degree of Algebraic, or Geometric proficiency. Then would have come in the counsel of the maturer mind. "Young man," the Master would have said, "you have now given a conclusive reason for the selection of that study as an Elective in your particular case. Your mind calls for just that discipline. . . . . Above all else you must accustom yourself to following out a train of thought at once exact and sustained to a given result." And, so saying, he would have simply uttered truth. I know it now. Accordingly, Mathematics, diversified possibly by Logic, would, in my case, have been prescribed for the entire College Course. Next, provision would have been made for the observing faculty; and, again, having eyes I saw, and ever since have seen, at best but imperfectly. I stood in great need of a severe training in observation,—Courses in Chemistry, Geology, Botany and Forestry should have been provided. I should have been compelled to take notes. And thus my College Course would have been mapped out for me on scientific considerations from my own commencement to my College Commencement. Would that it might so have been!

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*The great secret of the success of Bishop Strachan with his Pupils was the result of his personal contact with, and consequent influence over, them. In his Charge, delivered before the Toronto Diocesan Synod in 1860, he thus recalled his first experience as a School Teacher;

"It was my practice to study and note the character and capacity of my Pupils, as they entered the School, and to this discrimination, which gave correctness to my judgment, many owe the success which they ultimately achieved." The late Bishop Fuller, in referring to this subject, said: "The Bishop had a great faculty for not only attaching his Scholars to him, but also for inducing them to apply themselves most assiduously to their Studies. He told me that he made a rule during the time he kept School to watch closely every new Boy and, at the end of each fortnight to note down in a Book his estimate of the Boys who had successively passed through his hands. See pages 41, 42 of the First Volume of this Documentary History.

Conclusion—What the Ideal would be.

For myself, in retrospecting, I am constrained to say that, as a training-place the College of the period,—and Harvard stood first among them,—viewed as a mental gymnasium, was ill-adapted to existing conditions, unsympathetic and, as respects organization, already distinctly outgrown. In the matter of intellectual training, it was a period of transition,—the system of prescribed studies was yielding to a theory of Electives. So far as it had then been developed and applied, the New System proved, in my experience, a delusion, a pitfall and a snare. . . . . The old organization yet lumbers along; the implicit belief in the pursuit of aptitudes on lines of least resistance is in vogue.

Could I, on the contrary, have my way, I would now break our traditional Academic System into fragments, as something which had long since done its work, and is now quite outgrown; and I would somehow get back to the close contact of mind with mind. I would to a large extent do away with this arm's-length Lecture-room education for the College period. I would develop an Elective system based on scientific principles, and the study of the individual; properly regulated, it should be intelligently applied. I would prescribe one of the Classic tongues, Greek, or Latin, as a compulsory study to the day of graduation, the one royal road to a knowledge of all that is finest in Letters and in Art. I would force every Student to reason closely all through his College days; while no man not trained to observe, and equal to tests in observation, should receive a Degree. Beyond this I would let the Student elect. He might follow his aptitudes.

Having thus spoken, I submit what is said as a species of "*Apologia pro vita mea.*" My generation was never properly, trained; like our contemporaneous Topsy, "we just growed."

APPENDIX TO THE FIFTEENTH VOLUME

ALBERT COLLEGE, BELLEVILLE, ONTARIO.

This Institution was founded in the year 1854 by the General Conference of the Methodist Episcopal Church in Canada.

In 1857 it was chartered by Act of Parliament, under the name of "Belleville Seminary," and was opened in July of that year with a superior staff of Instructors and a large number of Students. It thus ranks third in age of our Educational Institutions.

In 1866, by Special Act of Parliament, its name was changed to "Albert College," and its Charter extended, giving the College University powers.

In 1877, its Commercial Department was organized upon the same plan as the largest and most successful Business Schools. Diplomas are awarded in Bookkeeping, Shorthand, Typewriting and practical English Courses.

In 1883, by the terms of the Union of the Methodist Churches of Canada, it became one of the Educational Institutions of "The Methodist Church."

In 1884, its Charter was amended by Act of Parliament, and Albert College was affiliated with Victoria University, and, in 1890, with the University of Toronto.

In 1888, the College Building, knows as "The Residence," underwent a thorough system of repair. A fifth story, with new roof, was added, a new steam heating Apparatus was placed throughout the whole Building, and the older portions were all thoroughly renovated.

In 1896, the new Buildings, known as "Massey Hall," and "The Gymnasium," were openel for the use of Students. They are among the most beautiful and costly Buildings for School purposes in Ontario.

As now constituted, Albert College has an ample teaching staff, composed of Honour Graduates, or Medallists, of Victoria, or Toronto University, for imparting instruction to both young men and young women in all the highest branches of liberal Education. Its Senate has full powers to grant Prizes, Medals, Scholarships in Collegiate and Commercial Courses, and in Music and Fine Arts.

The Course of Study embraces the following subjects: 1. Collegiate Course. 2. Junior and Senior Matriculation in a University. 3. Teachers' Certificates. 4. Preliminary Course. 5. Business College Courses. 6. Musical Courses. 7. Fine Arts. 8. Elocution and Physical Culture. 9. Domestic Science and Art.

The Annual Income is about $25,000 from Fees, Grants and Investments. Capital invested in Buildings and Grounds, $100,000. The number of Students in 1856 was 343, 175 Males and 168 Females. There are 2,300 Volumes in the Library, besides a Museum, containing extensive collections of Minerals, Rocks, Corals, Woods, Birds and Invertebrates, and also Casts of Antediluvian Animals and other Rare Exhibits.

The present President of Albert College is the Reverend W. P. Dyer, M.A., B.Sc., D.D. The Lady Principal is Miss Ella Gardiner, B.A. Besides them there are a number of Assistant Teachers. (*Communicated.*)

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